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ABSTRACT

This issue of "The Bookmark" is a reader, containing a collection of articles that relate in some way to the history and development of the New York State Library and the library development programs for which this library is responsible. Most of the articles--which have appeared in earlier issues of the journal--provide brief views of the program, rather than a comprehensive history, and include: (1) "Libraries as Related to the Educational Work of the State" (Melvil Dewey); (2) "Libraries in New York: An Essay in History" (Mason Tolman); (3) "150 Years in the State Library" (Mason Tolman); (4) "Networks and Systems, Dui to Humphry--What We Have Learned" (Jean L. Connor); (5) "Recommendations of the Commissioner of Education's Committee on Public Library Service, 1957"; (6) "Commissioner's Committee on Reference and Research Library Resources"; (7) "Interinstitutional Cooperation between Educational Agencies" (Ewald Nyquist); (8) "New York's Accomplishment under the Federal Library Services Act, 1956-60" (Jean Connor); (9) "The Public Library--One of Our Best Ideas" (Charles Gosnell); (10) "Overdue" (Hugh Flick); (11) "Library Development in New York State--A Statement of Perspective after 20 Years" (Jean Connor); (12) "The Library in the University of the State of New York" (Joseph Shubert); (13) "The Future of Public Library Systems: A View from the Tenth Floor" (Roberta Cade); and (14) "Summary and Evaluation of New York State LSCA Program, FY 1985." (CGD)

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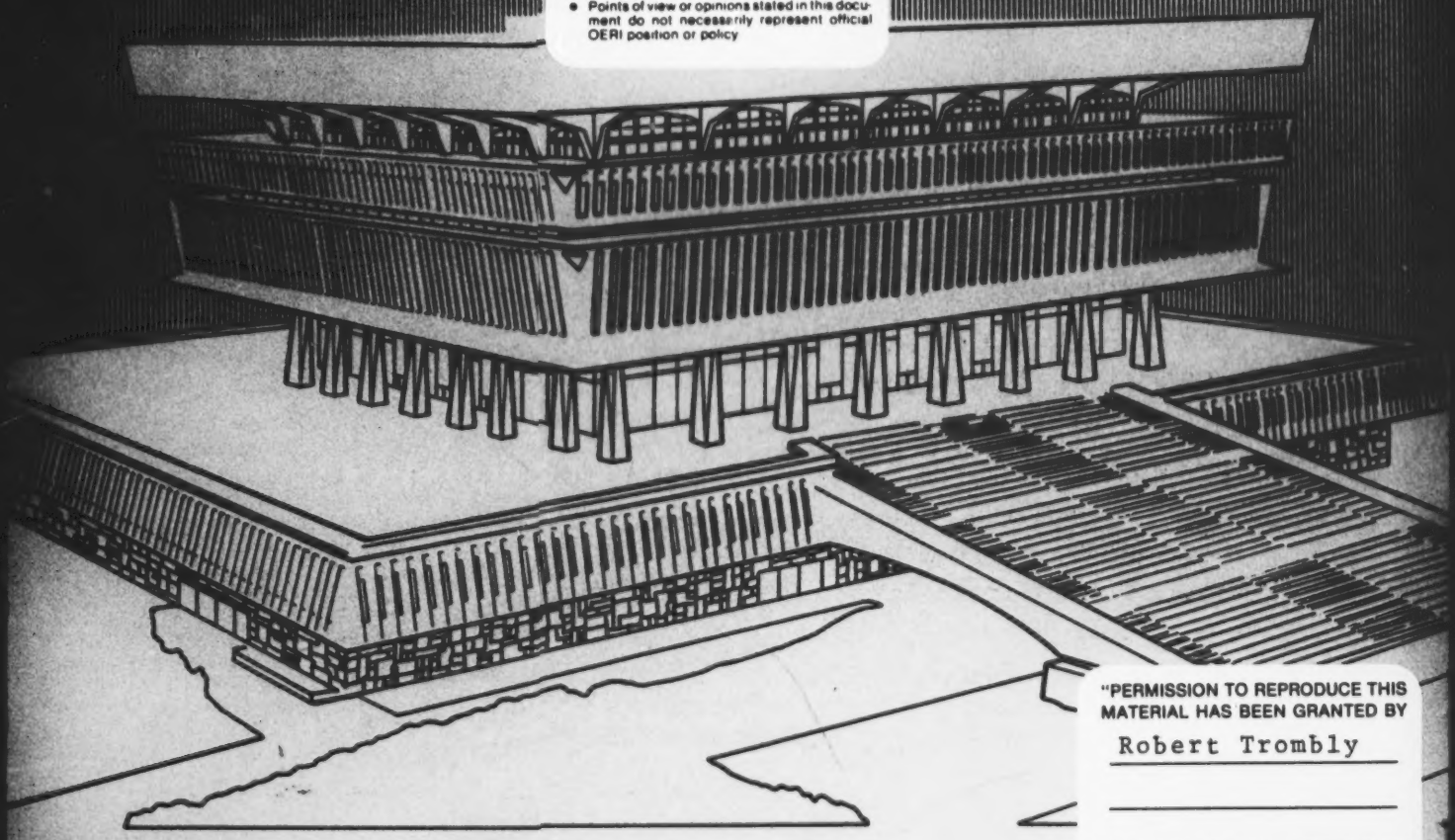

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The New York State Library and Libraries in New York State

Winter 1987

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THE NEW YORK STATE LIBRARY AND LIBRARIES IN NEW YORK STATE

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Joseph F. Shubert and E. J. Josey, *Coeditors*; Alice Britenbaker, *Editorial Assistant.*

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INTRODUCTION AND A CELEBRATION

This issue of *The Bookmark* is a "reader" with several articles, each relating in some way to the history and development of the New York State Library and the library development programs for which the New York State Library is responsible. Most of these articles have appeared in earlier issues of *The Bookmark*. They provide brief views of the program, rather than a comprehensive history.

Appropriately, the issue begins with excerpts from Melvil Dewey's address to the July 1888 Convocation of The University of the State of New York, in which he outlined his vision for public libraries and proposed what we would today call a library development program. In December 1888, the Regents appointed Dewey State Librarian and Secretary to the Board. He held the position of Secretary to the Board of Regents until January 1, 1900 and served as State Librarian until 1905.

"Libraries in New York; An Essay in History," which traces libraries to their Dutch roots in the 17th century, was written by Mason Tolman for the October 1957 issue of *The Bookmark* when Tolman was Reference Librarian in the State Library. He later served as Director of the State Library from 1966 to 1971. In the first paragraph of his article, he refers to his father, Frank L. Tolman, who was a reference librarian early in the century and played a great part in rebuilding the collections after the 1911 fire and later became head of the Library Extension Division. Mr. Tolman's second article in this issue (which first appeared in February 1969) reviews the first 150 years of the State Library's history.

In "Networks and Systems, Dui to Humphry" (February 1969), Jean L. Connor identifies five lessons about relationships learned in library development from 1892 through the 1960s. She suggests implications each has for the future development of library service. Miss Connor joined the State Library staff as Senior Library Supervisor in the Library Extension Division in 1954, and from 1967 to 1974 she was Director of the Library Development Division.

This article is appropriately followed by "Recommendations of the Commissioner's Committee on Public Library Service" (December 1957), and "Commissioner's Committee on Reference and Research Library Resources" (December 1960-January 1961). The recommendations of these two committees represent major landmarks in the development of public library systems and reference and research library resources systems.

Ewald B. Nyquist's December 1959 article, "Interinstitutional Cooperation between Educational Agencies," suggests ways libraries, schools and colleges can work together to meet advanced information needs, serve students and provide continuing adult education. Nyquist was at the time Deputy Commissioner of Education, and from 1969 to 1977 he served as Commissioner of Education.

Improvement of library services, strengthening of library resources, training for community librarians and scholarships for professional study are discussed by Jean L. Connor in "New York's Accomplishments under the Federal Library Services Act, 1956-60" (February 1961).

In "The Public Library – One of Our Best Ideas" (December 1956), Charles Gosnell outlines his idea of the role of the public library. He was State Librarian from 1945 to 1962 and was the first State Librarian to hold the rank of Assistant Commissioner.

In "Overdue" (April 1965), Hugh Flick, then Associate Commissioner for Cultural Education, outlines significant milestones in library development in New York, declaring that libraries "are consistently ahead of their time in proposing plans for positive action." The proof of Flick's statement is confirmed in Jean L. Connor's "Library Development in New York State; a Statement of Perspective after 20 Years" (May-June 1974).

"The Library in The University of the State of New York" by Joseph F. Shubert appeared first in the New York Library Association *Bulletin* for December 1977. "The Future of Public Library Systems: A View from the Tenth Floor" is based upon a talk Roberta G. Cade, Director of the Division of Library Development, gave at the Public Library Systems Directors Conference in Lake Placid in May 1986. It appears in print for the first time in this issue of *The Bookmark*.

Finally, this issue carries the FY 1985 report on the Federal Library Services and Construction Act in New York State.

CELEBRATION OF THE TWO MILLIONTH VOLUME AT THE STATE LIBRARY

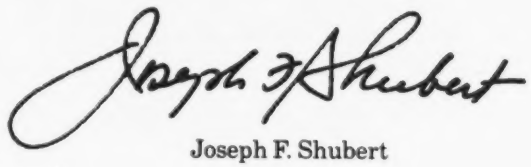
In April 1987 the New York State Library added its two millionth cataloged volume to the collection, marking a major point in the continued growth of the State Library. The book chosen as the two millionth volume is *New York State Documents: An Introductory Manual* by Dorothy Butch, who retired as Associate Librarian in 1983 after more than 30 years of service. Library staff selected her book to mark this milestone in the Library's growth because it symbolizes the strength of the collection, the Library's responsibility for publications of State government and the dedicated staff work required to make these collections available.

This long-awaited reference work is a record of New York State government as represented in official publications from 1777 to 1980. It updates a work completed 80 years ago by Adelaide Hasse, a public documents librarian at The New York Public Library. Ms. Butch's manual is of interest to readers of this issue of *The Bookmark* since it identifies three major histories of the New York State Library: *The Founding and Growth of the New York State Library* by Charles B. Alexander (1920); *A History of the New York State Library from 1818 to 1950* by Helen Elizabeth Vloebergh (1955); and *For the Government and People of This State: A History of the New York State Library* by Cecil R. Roseberry (1970).

Ms. Butch also points out that reports of the New York State Library were, with few exceptions, issued annually from 1818 to 1945. The Library resumed publication of annual reports in 1978.

APPRECIATION

Shawn Purcell, a member of the State Library staff and student at the School of Information Science and Policy in the Nelson A. Rockefeller College of Public Affairs, The University at Albany and Mary Redmond, Principal Librarian for Legislative and Governmental Services, State Library helped identify articles for this issue. Mr. Purcell is indexing *The Bookmark* (which began publication as a journal in 1949), and Ms. Redmond is the author of articles about the State Library.



Joseph F. Shubert

LIBRARIES AS RELATED TO THE EDUCATIONAL WORK OF THE STATE

Excerpts from an Address to the Convocation of the University of the State of New York, Albany, July 1, 1888 *

By Melvil Dewey **

You listen from year to year to special pleaders. Each man, as a rule, tries to magnify his office, and demonstrate that the topic in which he feels special interest is clearly first in importance. He pleads for vocal music, elementary science, hygiene, gymnastics, ethics, manual training, civil government, drawing. We are convinced of the value of every one, but alas, the list of necessary studies is like art, long, and school life for most of us pathetically short. We are forced mentally to brace against the carefully prepared points of the advocate...I ask you to-day to follow me without this customary bracing against extreme views....

What I propose, you will see is no entangling alliance, but rather is annexing a continent. Were there time, I should speak of the admirable work that has been going on in both east and west for the last five years between the schools and libraries. This has met with hearty recognition, has been often described in print, and is making its way rapidly through the country. But this is only the introduction to that deeper relation and recognition which is in the immediate future.

And let me remind you before we begin that the library for which I speak is one which few of us have seen, except in promise. It is a library at present in its infancy....

...The old library was passive, asleep, a reservoir or cistern, *getting in* but not giving out, an arsenal in time of peace; the librarian a sentinel before the doors, a jailer to guard against the escape of the unfortunates under his care. The new library is active, an aggressive, educating force in the community, a living fountain of good influences, an army in the field with all guns limbered; and the librarian occupies a field of active usefulness second to none.

We will speak then of the relation of schools and libraries as they ought to be, and not of the failures of the past.

It takes the world a great while to learn what seem afterward very simple lessons. A happy thought sometime revolutionizes the common practices of centuries. It comes out as clear as lightning in the darkness and the world recognizes and accepts it, as witness the telegraph and telephone and other modern miracles. Sometimes the new idea crystalizes so slowly that it seems like a geological formation. But whether with swiftness of light or slowness of granite the world moves steadily forward.

I suppose the man who first proposed attaching a wagon to the horse and making him draw that as well as his load, was voted as great a visionary as the modern flying machinist. But when on a smooth road he proved that the same horse could draw ten times as much as he had carried, why the wise old world said "the man is right. Go to, now, let us build ourselves wagons." Then the obstructionist (for the dear, dreadful, omnipresent old fossil was surely there) said, "In spite of his proof, the wagons are useless for they can not run on our bridle paths." And there was truth, as there often is, in the obstructor's position. But the world that built the wagons has built the roads. And when we remember that the builders have gone on to cross the continent with roads of iron and were not dismayed at the great span of the Hudson at our feet, or at the huge Hoosac bulk which we can almost see beyond the other shore, you will hardly think the task too great to build the road of which I am to give you a bird's-eye view to-day.

"...without the libraries our schools can do but a fraction of their work. They are horses without wagons, engines without cars, canals without boats...."

* Published in slightly different styles in *One Hundred and Second Annual Report of the University of the State of New York*, Albany, The Troy Press Company, 1889, pp. 111-127 and University of the State of New York, *Regents Bulletin, No. 3, August 1890, Libraries in New York*, Albany, University of the State of New York, 1890, pp. 107-125.

** Mr. Dewey was Director of the Columbia College School of Library Economy in New York City.

If you will follow me you will recognize that without the libraries our schools can do but a fraction of their work. They are horses without wagons, engines without cars, canals without boats, except such skiffs and scows and rafts as chance may throw upon their waters. We must have proper carriages as well as motive power, and then must make suitable provision for broad and straight and level roads.

We are spending our time and money with a freedom of which all the world is proud, to give our youth in our public schools not much information or culture, but only the simplest tools which, if rightly used, will enable them to educate themselves by reading....

With the founding of New England it was recognized, though opposed to the traditions of great powers in church and State, that the church alone, however great its preëminence, could not do all that was necessary for the safety and uplifting of the people. So side by side they built meeting-house and school-house. The plan has had a long and thorough trial. None of us are likely to question the wisdom of bringing the school into this prominence, but thoughtful men are to-day, more than ever before, pointing out that a great something is wanting and that church and school together have not succeeded in doing all that was hoped or all that is necessary for the common safety and the common good. The school *starts* the education in childhood; we have come to a point where in some way we *must* carry it on....

Our fathers had to revise their ideas and introduce the free schools as an essential factor. The time has come when we must revise our conceptions of education, or refuse to recognize very significant facts.

"Education is a matter of a lifetime. We provide in the schools for the first ten or fifteen years and are only come to the threshold of seeing our duty to the rest of life."

Education is a matter of a lifetime. We provide in the schools for the first ten or fifteen years and are only come to the threshold of seeing our duty to the rest of life. We begin to see that the utmost that we can hope for the masses is schooling till they can take the author's meaning from the printed page....

Of the children of school age in this great State, how pitifully few get beyond the grammar school? And of those who become academic pupils, how many enter college? And to the saving remnant that graduates from college, how much of the knowledge of after life came from schools and how much from reading? We must face the facts. We must *struggle* to teach our masses to read in our schools. Then they must become breadwinners; and if we carry on their education we must do it by providing free libraries which shall serve as high schools and colleges for the people. Our schools, at best, will only furnish the tools (how rudimentary those tools for most people now); but in the ideal libraries, towards which we are looking to-day, will be found the materials which, with these tools, may be worked up into good citizenship and higher living. The schools give the chisel; the libraries the marble; there can be no statues without both....

"Its hours of opening should be long, for the people's university, like the town pump, should seldom be closed to those needing it."

We have no time to-day to go into the questions that determine a library's measure of success. Mere mention of heads must suffice. Its location should be central and accessible to all. Its building should be comfortable and convenient. Grandeur plays no part in usefulness. Its hours of opening should be long, for the people's university, like the town pump, should seldom be closed to those needing it. The regulations should be liberal, with as little red tape as is consistent with the safety of the books. It goes without saying that books, pamphlets and serials, should be well selected and as liberally provided as means allow....

After the books, comes the little-understood catalogues, classification and analysis which vastly increase their practical value....

"The State long ago recognized its school system as one of its bulwarks, and fosters it with yearly increasing expenditure. Now it must recognize educational libraries as necessary companions of the most successful schools."

Finally and perhaps more important than all the rest is the librarian. If he can furnish inspiration and guidance to the readers who seek his help then may we indeed look for a true university whether large or small, for the small library should have all the high ideals of the large with the best of their books....

Much is already done, and while the work is in its infancy, it is an infant so vigorous as to leave no fears of its manhood. A last great step remains to be taken, and today and here it ought to be begun. The State long ago recognized its school system as one of its bulwarks, and fosters it with yearly increasing expenditure. Now it must recognize educational libraries as necessary companions of the most successful schools.

This eminent body represents the higher education of the Empire State, which the Regents of the University are charged with fostering. Tell me if you think they can, without taking action, face our facts that the best reading more than the schools gives education to our people; that the colleges provide for only the trifling minority who can afford time and money to share in their great advantages; that the influence conceded to be the most potent is left without guidance, supervision, stimulus or support. When inspection shows that a school has attained a certain standard, it is honored by being made a "Regents' Academy." Can we do less than give similar inspections to libraries, and when one is found doing the high work at which we have glanced to-day, honor it by making it a "Regents' Library," and by virtue of success in its high calling, a member of this Convocation which represents the institutions that give New York its higher education? What greater stimulus can we place before our growing libraries than such certain and official recognition of superior work?

A LIBRARY SECRETARY AND A UNIVERSITY EXTENSION

"...the same money can be made to do double good under wise administration...."

...A library secretary would soon have more requests for advice and help than he could well answer. New communities are constantly waking to the need of libraries, and would be deeply grateful for wise advice as to the best means of developing interest, raising money, selecting, cataloguing and circulating books, and the thousand details which make or mar success. It is well known to the experienced that the same money can be made to do double good under wise administration, and yet for lack of just such help as could be afforded, at a cost to the State too trifling to be worth mentioning, many a community either fails to secure its library or fails to get from it all the good that the time and money could be made to yield.

There are few topics where technical knowledge and experience are so important as in establishing and administering successfully a library of the highest grade in its ideals, even though its income be small and its books comparatively few. It requires no vivid imagination to picture the practical value to the State if any town about to found a new library or improve an old one could come to the Regents and have, without charge, the best guidance for its case that the combined experience of the library world had yet worked out. Time allows me only to lodge the thought in your minds. No expensive machinery is required. A single salary with hearty recognition of the work would start it creditably.

"...a practical connection with the lives of the masses, and...a new and mighty force in working out higher standards of good citizenship"

Such an officer would soon find money and books placed in his hands by those wishing to give them where they would do most good, and recognizing his superior facilities for wisest distribution. The excellent results that have become notable from the Regents' school examinations would be duplicated in good effects on library interests by competent inspections, reports and suggestions to such libraries as wished them. New York's splendid collection, the best owned by any state library, is about being [sic] moved into these adjoining rooms which are admirably adapted for the focus of State library interests and the central people's university. The Regents' office is ideally fitted to be the center of a system of university extension, such as is marking an era in the great English universities, and carrying to all parts of the kingdom the learning of Oxford and Cambridge and the other great schools, and for the first time giving them a practical connection with the lives of the masses, and making them a new and mighty force in working out higher standards of good citizenship. This work naturally centers at local libraries. Fellows and teachers from the colleges go out, for a trifling fee, to distant towns, to give courses of ten to twenty lectures on political economy, history, literature, science or art; indeed the whole range of the university curriculum is open. With the lectures are given references to the best books to be found in the local libraries. And the common people hear them gladly. Interest is aroused. Many are led to read and learn more than has been told them in

the lecture. Those most interested meet for discussion and further instruction, and the practical results have been so much beyond expectation that the universities are allowing work of this kind to be credited as a part of a university course leading to a degree. This means that many a man who would otherwise spend his time idling about saloons, secures instead a higher education worthy the name. Cambridge alone, I am told, has carried on over 600 of these admirable university extension courses in the past ten years....

...If New York will again rise to the occasion and officially recognize the library as part of its system of higher education and give to libraries of the highest type as fast as they reach the standards a seat in this Convocation as being in fact as well as in resolution coworkers with the colleges and the universities, then again shall she wear her crown of leadership. If she fails, before many more meetings some other State will have seized the opportunity that now is hers.

LIBRARIES IN NEW YORK
AN ESSAY IN HISTORY

By Mason Tolman *

It appears to me, the more I think about it, that in accepting a commission to record the progress of New York's library development, I have exhibited the most unmitigated gall. Perhaps I should, as a member of the editorial committee of this excellent periodical, recommend that this effort be rejected and returned to the author with a sternly worded pink slip. My concern for my historical virtue is heightened by the fact that any endeavor on these lines must certainly appear as a plagiarism of the work of an earlier Tolman to whom I bear a close relationship and at whose one-time desk I am now seated. Perhaps the best advice I can give the reader is to neglect this essay completely and to turn to said earlier Tolman's admirable section on "Libraries and Lyceums" in the *History of the State of New York*, edited by another historian whose gifts far outweigh my own, Dr. Alexander C. Flick.

For the benefit of those who will not heed the above warning, I suspect that we should, as we do in all cases in New York, turn our attention first to the Dutch. These enterprising people, having just claim to that area of the east coast of North America which is drained by the Hudson River, set about to populate it with their countrymen and create a colony called New Netherland which would be a suitably profitable enterprise for the Dutch Nation. Holland had long been a highly literate nation so it is not surprising to find that the patroons who undertook the overlordship of the Hudson Valley brought with them or had sent to them collections of books. While no formally constituted libraries are known to have existed, a collection of 17 books is known to have been in Rensselaerwyck in 1642. One Jonas Bronck possessed 20 books, 18 pamphlets and a considerable number of manuscripts. In 1660 Peter Stuyvesant received 61 religious books to be given to ministers and schoolmasters, thus in the Dutch colony the library facilities consisted of private collections and books in churches and schools.

The English, exercising what seemed to them to be their "inalienable rights" or "manifest destiny," or "the good of the Empire," decided to take over in New Netherland, and by virtue of their always convenient naval superiority managed to change the name and political allegiance of the area after the time-honored manner of vigorous colonizers. For some few years no really revolutionary developments came forth in New York's library picture. It was not until 1698 that a record of parish libraries appears, reported by The Reverend Thomas Bray, including a parish library in New York City. This same Thomas Bray had been responsible for the establishment of this library, among others in North America. His aims had been to provide proper collections of books and tracts for the ministry and laymen under his care. He may be considered the father of the library movement in the English Colonies, and reminds us once again, strikingly in this Jamestown year, of the debt our culture owes in almost every field not excluding library development to the Anglican Church.

"...a seat of learning is no seat without a book collection... criterion for educational planning...."

The notion that a seat of learning is no seat without a book collection was early established in New York, and has served as criterion for educational planning ever since, never more than at present. Kings College, in the City of New York, was the recipient of several gifts, the first in 1737, which gave the College a collection of some 2,000 volumes by 1776. At that time the horrors of war caught up with Kings College in the form of occupation by colonial troops, and somehow in the process the Library was destroyed by fire. Like the proverbial phoenix, however (and, incidentally at a later date, the New York State Library – more of that later), the Columbia University Library rose from the ashes of The Kings' College collection, and has grown into the magnificent library which now graces the Morningside Heights campus. Careful and expert academic guidance has produced similarly fine collections at many other New York State colleges and universities: Cornell, New York University, Syracuse, the University of Rochester, to name only a few among the universities; Hamilton, Union, Vassar and R.P.I. might well represent the colleges. The vast book storehouse contained in these collections is by no means restricted in its usefulness to the colleges which have built them. Feeling the responsibility of great possessions, most of the campus librarians and administrators have made their great depositories of

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* Reprinted from *The Bookmark*, October 1957. Mr. Tolman at the time was Reference Librarian at the New York State Library. Mr. Tolman was Director of the State Library from 1966-71.

knowledge available to New Yorkers, who wish to study and work in the fields they represent.

To most New Yorkers "the library" is one on the corner of Main and State, just off the green, in their own community. The astounding development of public libraries, as such is reflected in that most useful of compilations, the educators *vade mecum*, *Handbook 24*. Here it is recorded that 876 such institutions exist with the blessing of the Regents in New York. Many of these are outgrowths of the School District Library which preceded public libraries in many communities. DeWitt Clinton, whose genius pervaded the era of his political life, must here again accept praise or blame for beginning a system which has caused so many of his fellow citizens to read. In 1835 after suitable fanning of flames by Clinton, Flagg, Marcy, et al., the legislature passed an act to enable the districts to levy extremely mild taxes in support of libraries in the school districts. In 1836 the earmarking of $55,000 of state funds for local library development established a principle which seems now to have become the accepted norm in library finance. By 1853 the staggering total of over 1,600,000 volumes was reported as being held by libraries which now infested, or inhabited, almost every school district. Recently when, for purposes of comparison, I wondered orally how many books are included in the 876 elect of the Regents, it was suggested to me that although it would be possible to arrive at a total that perhaps the best way to describe it was "an awful lot of books." After considering the New York Public, Brooklyn Public and the Monroe and Erie County Systems, plus 872 more, I must admit to an awe-stricken condition. We have the testimony of no less a person than Andrew S. Draper himself that "the district library was of priceless advantage...that it exerted an enlightening, broadening and elevating influence upon society unequaled by any other educational enterprise ever undertaken." It is devoutly to be wished that our present efforts may deserve such an epitaph.

"In 1872...passage of the state public library law."

In 1872 the formal break from the school district type of library organization was signalized in the passage of the state public library law. It is true that for some years little development in the public library field was experienced, but when it came, it came with a vengeance. Melvil Dewey, whose name, if not a household word, is certainly a reading room word to most Americans, became State Librarian and Secretary to the Board of Regents in 1888. His name, linked with that of Andrew Draper, has become a synonym for public library development. Certainly there can be no need to catalog the virtues and achievements of Melvil Dewey. Everyone who has classified a book or skied on the slopes of Mount Whitney is familiar with his multitudinous achievements. He devised the best and most widely used system for the classification of knowledge yet known. He conceived the idea of the bookmobile. He founded America's first, and what may well now be considered its most distinguished library school. He reoriented the State Library so that it could become a center and bulwark to the new library system. He designed and built suitable furniture for libraries. Above all he was the architect of New York's public library plan. Separating school and public libraries, and salvaging much from the school district library system, Dewey and Draper laid a sound legislative base for the public library system. A library extension service was organized in the State Library to help to give form to the growing program, and such developments as traveling libraries to serve rural areas and the fostering of a state library association were important facets of the plan. Libraries were incorporated into the University of the State of New York and so became a charge of the Regents, who have nobly supported them to this day.

"...successful experiments in developing service to rural communities has been the regional library service..."

This basic plan has served as an excellent foundation on which to build. Careful planning, study and experimentation have led to a number of noteworthy developments in recent years. It is significant to note that a strong, healthy collaboration between librarians, educators and citizens has been responsible for present-day library development. Noteworthy among successful experiments in developing service to rural communities has been the regional library service supplied to the northwestern counties of the State by the State Library through its Regional Library Service Center at Watertown. Entirely state-supported, this project provides service to many small communities in the North Country. The Regional Center performs many activities in support of local libraries, central purchasing, processing, book delivery and pickup, to mention a few. It has become an integral part of library service in its area, and a prototype for planning for similar situations in many states. Its success as an experiment is best judged by the enthusiasm with which it has been accepted by those who live in the area. There have been such comments as: "This regional center has done a marvelous job...here some librarians have cause to realize some of the satis-

factions they never knew before because they were able to serve directly so many new people."

"Larger units of service" has, as is the case with most good phrases which are overused, become a hackneyed one at this time. When the bloom was still upon it, New York began thinking in terms of counties as such units. The first legislation to encourage county library development was permissive, and to its authors the plan seemed to have so many obvious virtues that no other suasion would seem necessary. When it became apparent that this was not the case, a committee of distinguished citizens and librarians surveyed the scene and came up with a plan which led to a new law providing the all-important factor – funds to counties which could qualify for them; what my early mentors in political science would call "grants in aid." Obviously those counties which could most quickly qualify were the large urban ones which had already important library facilities. Urban growth had, however, far outdistanced library development and the county plan provided a much sought-for means of catching up. Later systems which have been developing under the spirited direction of the Library Extension Division, have been of the mixed urban and rural variety, and only those counties which are predominantly rural are now in a position where qualification for state aid under a county system seems remote. Even here permission for multi-county systems gives much hope for future development.

The promise of the multi-county systems is graphically illustrated by the experience of the two existing library organizations of this type. In 1953 Clinton and Essex – two of New York's northernmost counties – combined to form a two-county system. Much of the area of these counties is rural and most of it mountainous. Plattsburgh, a rapidly growing North Country city, has formed a hub for this development which is now providing isolated, small communities with good library service. A second example is the Livingston-Wayne-Monroe federation, Livingston and Wayne predominantly rural counties combining with urban Monroe to develop "big city" service to their citizens.

Recently the rural areas have come in for additional scrutiny as a result, in part, of the passage of a bill by the Congress providing for federal aid in state library programs. While traditionally New Yorkers have regarded federal aid programs with some distrust, the prospects of a federally financed program are in this case somewhat increased by the work of a second committee, equally distinguished as that stated above which is re-examining the effectiveness of many of the aspects of New York's library program. In general, one might say, prospects are bright.

"...library movement in New York has generated numerous bright gems...."

During its extended history, the library movement in New York has generated numerous bright gems for its crown. For lack of space it is possible to mention only a few. These should be regarded as examples manyfold duplicated rather than as an exclusive catalog. The mere mention of the Morgan Library conjures up pictures of priceless literary treasures, beautifully housed, carefully guarded, but available to all whose scholarship requires them. It is perhaps one of the greatest private libraries in the world. New York's oldest library, the New York Society Library, is a sort of membership corporation. Founded in 1754 (the famous name of Livingston was prominent among the founders), it has preserved a dignified existence for many years and has developed a collection of very real significance. That combination of an amalgamation of endowments forming a distinguished reference library, plus a far-flung circulation department, publicly supported, which seems somehow to have become a county system and is described as The New York Public Library, is certainly one of the world's great collections. It copes with surprising success with the staggering problem of providing library service to the world's largest city and its most literate large city. Last, but certainly not least, I would mention the State Library itself. This, the site of Melvil Dewey's notable activities, is becoming more and more a "library's library" for public, special, college and university libraries throughout the State. Founded in 1818, it is the oldest and largest of state libraries, and it has survived one disastrous fire only to become again a great center of learning. Its role in the development of the new library plans being formulated becomes even more crucial as both national and local planning groups regard it as a central repository in support of area collections.

Hard working librarians hope to make past glories seem dim in comparison with present-day achievements, and the chances are good they may. What more to say, except to repeat my threat to chide the board of editors should they be foolhardy enough to publish this poor effort.

150 YEARS IN THE STATE LIBRARY *

By Mason Tolman **

WHILE I SOMETIMES FEEL that I have been in the State Library for all of those 150 years, I can actually claim to have been more or less associated with it for the last 50. My early relationships with this important institution were somewhat tenuous. At the age of six, I was frequently taken by my father to the State Library on Saturday mornings to relieve my mother of my somewhat troublesome presence when I was out of school. This still constitutes my only qualification to speak on this subject today.

Those of us who are competent in arithmetic can easily discover that, since this is its sesquicentennial, the library was founded in 1818. The celebration of this anniversary has taken a number of forms. Among them is a publication program which includes the publishing of a recently completed history of the State Library.

DeWitt Clinton, who was the highly popular Governor of New York in 1818, was concerned, even as we are now, with innovative projects. The Erie Canal, which he sponsored and pushed to its successful establishment, is one of the most famous of these innovations. Another is the State Library. I understand that New York State would now like to hand the canal to the Federal Government. I have not heard of any plan to get rid of the State Library. This may be an index to the importance, or at least the permanence, of these innovations.

Clinton was a highly literate gentleman with a fine library of his own. In addition to signing the law which created the library, he also was, by virtue of his office, one of its first trustees, and is credited with the selection of a large part of its original collection. John Cook, who ran a reading room in Albany and sold Saratoga Vichy on the side, was appointed its first librarian at a salary of $300 a year. This has been somewhat increased since. Cook was a bookish man. He started the library on its way with excellent direction. Its first appropriation was $3,000 and at the end of its first year of existence it had about 600 well-selected volumes, about half in law and half in the humanities, with a heavy emphasis on history and political philosophy.

"[Alfred B. Street] State librarian from 1848 to 1862 and as law librarian until 1898 [made] notable additions... in the manuscript area...."

Cook was succeeded by a series of librarians whose qualifications seem to have been political, rather than literary. Some of them were highly colorful figures. One, a newspaper editor, was constantly in controversy with the other Albany papers. Another, a former officer of militia, was the political leader of one of the toughest of the wards in Albany. The first truly literary librarian was a lawyer turned poet, Alfred B. Street. He is also, so far as I know, the only librarian who has had a mountain named after him. He wrote some epic poetry (the best known is "Frontenac") and had a notable reputation as a nature poet. He served the library as State librarian from 1848 to 1862 and as law librarian until 1898. Notable additions to the collection in the manuscript area were made during his incumbency, in particular a huge collection of colonial documents, including the charter of the Colony granted by Charles II. A large number of these documents were subsequently published under the editorship of Dr. Edmund B. O'Callahan, a physician turned historian.

Street was succeeded by Henry Augustus Homes, a Bostonian and an Oriental scholar who, at the time he joined the library staff as assistant librarian, had already been a missionary and a member of the diplomatic service. His efforts at collection building resulted in the development of a very distinguished reference library, and it was during his regime that some of the priceless treasures of the library were acquired. The draft of the first Emancipation Proclamation in Lincoln's handwriting and corrected by Seward was purchased for the library by special appropriation in 1865, and a few years later a most important collection of Washington manuscript and memorabilia was similarly acquired. Included in the latter collection was the first draft of the Farewell Address which was submitted by Washington to Alexander Hamilton for his suggestions.

* Talk given at the New York Library Association General Session in New York City on November 18, 1968.

** Reprinted from *The Bookmark*, February 1969. Mr. Tolman was at the time Director of the New York State Library.

"[The Regents] provided [the State Library] with a home in the university... secure from the vicissitudes of day to day political change."

During its early history, the control of the library was in the hands of politically elected officials. As a result, its leadership and policies seemed to change with the political fortunes of the party in power, and it prospered in relation to major political interests of the time. Seeking to relieve this situation and to provide better continuity for the library's development and growth, the legislature passed a bill in 1844 which made the Board of Regents of The University of the State of New York trustees of the State Library. They have continued in this role to the present date and have wisely guided its development and provided it with a home in the university where it is relatively secure from the vicissitudes of day to day political change.

The housing of the library has always been a problem, frequently of major proportions. It has proceeded to outgrow with enthusiasm and vigor every one of the series of domiciles created for it. The original suitable room in the State Capitol which was legislated for it, held it for only a few years and it soon overflowed to a degree which threatened the offices of the State administration and those of the lawmakers. Granted a home of its own with an ample provision for 100,000 volumes, it soon proceeded to outgrow this and, as a result, plans were made to house it adequately in the new and capacious Capitol building, begun about 1870. The Capitol itself, for many reasons, was a very long time being constructed. For many years, since its old home had been demolished to make way for the Capitol, the library suffered in relative squalor in makeshift quarters. The story seemed always to be the same – books in closets and under the stairs or shelved in rows two or three deep, resulting in tremendous disorganization of the collections. Finally, the Capitol was finished and the library had at last a new and adequate home. One Melvil Dewey, a consultant on loan from Columbia University, planned the arrangements of these quarters and reported that no other library in the world was as sumptuously or as effectively housed.

When the Regents came to cast about for a new State librarian in 1889, it is not surprising that their choice was this same Melvil Dewey. It is also not the least bit surprising that the trustees at Columbia breathed a sigh of relief at his departure. During his term at Columbia, Dewey had profoundly shocked that all-male institution by importing ladies to work in the university library, and by creating a library school, practically with his own hands, in which the enrollment was, in part, female. He had also shown a somewhat undiplomatic freedom of spirit and expression which endeared him to neither the faculty nor the administration. He had, however, reorganized the university library and placed it in a much more effective role.

"Dewey did many things which were great and farseeing, and his faults were pronounced – and unconscious."

The new State Librarian arrived in Albany, complete with library school, the decimal classification, and plans by the hundreds. He set about at once making order out of the local chaos and alienating such important people as Andrew S. Draper, the superintendent of public instruction and Commissioner of Education to be. Dewey did many things which were great and farseeing, and his faults were pronounced – and unconscious. To name a few of his accomplishments – he saw to it that public libraries were included in the university law as educational institutions and thus provided the framework for what he called the New York plan for libraries. He created the home education and extension services which have become the Division of Library Development. He created the Legislative Reference Library and the Library for the Blind. He started the Traveling Libraries which brought books to even the most remote communities of the State. He did a thousand and one other things to improve library service in New York State. He made the New York State library school a model of its kind and attracted students from all over the world. Since this was not enough to keep him busy, he also was secretary to the Board of Regents and founded the Lake Placid Club – all this and the constantly evolving decimal classification, too.

Mr. Draper and Mr. Dewey did not see eye to eye on many matters. Certainly this was part of the cause of the development of a situation which led to the latter's resignation in 1905. Edwin Anderson, later librarian of The New York Public Library, succeeded Dewey and carried on his many programs with great success. The library school did not depart with him this time, but stayed in Albany until 1926, when it returned to Columbia where its second coming was somewhat more enthusiastically received than the first.

In the meantime, the State Library had, with its usual enthusiasm, outgrown, once again, its quarters and much concern was felt for its safety because of reported fire hazards in the Capital building. This time it seemed

a ready-made solution would be available. Mr. Draper was planning a new Education Building. In it he made plans for adequate and beautiful quarters for the State Library. Everyone said "Hold on for a little while and all will be well." It was the holding on part that was difficult. James I. Wyer succeeded Mr. Anderson as State librarian and he, Mr. Draper, and the Regents complained loudly and bitterly about the delay in completing the New Education Building, but construction continued to lag, nonetheless. On March 29, 1911, when the library should have been on its way to its new home, a devastating fire broke out in the Capital and almost completely destroyed the collections.

The fire is regarded as one of the truly major disasters in library history. Thanks to the heroic salvage efforts of Isaac Newton Phelps Stokes, who came as emissary of the trustees of The New York Public Library and of the State Library staff, who all risked life and limb in the process, a part of the invaluable manuscript collection was salvaged. Only a very few of the books were in condition to be reclaimed, but fortunately some 200,000 duplicate titles had been in storage outside the Capitol and provided a nucleus on which to rebuild.

Some of the great treasures of the library had, at Mr. Draper's suggestion, been placed in a vault in his office. These included the Washington papers and relics, except the sword, reportedly given to Washington by Frederick the Great, the Emancipation Proclamation, and the charter of the Colony. The late Harlan Hoyt Horner, who became associate commissioner for higher education, is credited with having saved these from damage. He got the combination of the vault from Mr. Draper and removed its priceless contents to a bank. The sword was later found in the rubble, bent almost double from the heat. It had lost its beautiful scabbard and jewels from its hilt were gone. It was painstakingly straightened by Benjamin Maloney, who was later superintendent of the new Education Building, and restored to the Washington collection.

"The generosity of other libraries in the rebuilding of the destroyed collections was fabulous."

The generosity of other libraries in the rebuilding of the destroyed collections was fabulous. Gifts poured in from all corners of the globe. The legislature, perhaps feeling some compunction at their tardiness in providing a suitable home for the library, appropriated an unprecedented $2,500,000 to rebuild the collections. When, after 18 miserable months of waiting, the library moved to its beautiful new home, restoration had gone far enough so that Mr. Wyer was able to say that it was once again a noble library.

Rebuilding went on under Mr. Wyer and his successors, R. W. G. Vail and Charles Gosnell. Even under Sam Prentiss and John Humphry, we are still looking for copies of our lost treasures and occasionally finding some.

About the only thing the fire did for the library was to make it easier to move. The rebuilding, however, created the oldest living cataloging backlog.

"...operated the most extensive and successful teletype network... is experimenting with new applications of data processing equipment."

The new library has prospered and is pioneering in finding new and hopefully better ways to serve the government and people of this State. It is expanding its role as an interlibrary loan center under the NYSILL program. It has, of course, operated the most extensive and successful teletype network for this purpose for more than 10 years. It is experimenting with new applications of data processing equipment, in fact we hope that in the very near future the computer will do most of the chores of the NYSILL network. Our recent telefacsimile network, if not an unqualified success, certainly proved something.

With their usual exuberance, the State Library collections have proceeded to outgrow their quarters yet another time so that parts of it are scattered all over Albany – including a warehouse conveniently located several miles from the main building. A major effort is the planning of a new library building in Albany's fabulous South Mall. This will be a gigantic structure, but I confidently expect it will be outgrown someday.

NETWORKS AND SYSTEMS, DUI TO HUMPHRY – WHAT WE HAVE LEARNED *

By Jean L. Connor **

You have all read the essays in the *Saturday Review* in which famous men and women of our time look back over their lives and relate "What I Have Learned." I do not presume to put myself in their ranks. However, on the sesquicentennial of the New York State Library, it may be appropriate for us to skim the years from "Dui to Humphry" and to sketch in "What We Have Learned" about library development and library systems.

"...the central lesson of library history from 'Dui to Humphry' is a lesson about relationships."

It seems to me that the central lesson of library history from "Dui to Humphry" is a lesson about relationships. Libraries must be planned and developed through a right understanding of their relationship to one another and to society as a whole. The theme, therefore, of this talk is that libraries are not freestanding; they are interdependent.

FIVE THINGS WE HAVE LEARNED.

I will cite five things that we have learned, underscoring the central theme, libraries are not freestanding. All five may be expressed as a relationship.

"Local institutions have relationships to other libraries in their geographical area."

1. The first thing we have learned is that libraries are not freestanding in a locality. Local institutions have relationships to other libraries in their geographical area. We have come to an acceptance of the principle that library development cannot be pursued solely institution by institution, village by village, town by town. The establishment of hundreds of libraries throughout the State does not by itself assure good library service for all readers. As stated in the Report of the President's National Advisory Commission on Libraries: Local library service through the years has moved further from self-sufficiency.

The recognition of the need to relate libraries in a geographical area to one another was evidenced 20 years ago when the Board of Regents established the Watertown Regional Library Service Center in 1948. In the 1950 Report of the Governor's Committee on Library Aid it was stated: "The first essential step toward improved library service...is the formation of systems of local libraries." Following this report, legislation was enacted in 1950 to provide State aid for county library systems.

In 1957, the Commissioner of Education's Committee on Public Library Service identified certain major obstacles in the earlier county system legislation and recommended measures to increase State aid and to make more flexible the method of establishing systems. A bill carrying these recommendations was sponsored by the Board of Regents, and was passed in the 1958 legislature. Thus in 1958, a decade ago, the basis for our cooperative library systems was established. As John Humphry has stated, now, 10 years later, 22 systems cover the entire State. Over 99 percent of the people are served and over 700 libraries are members of these systems.

An evaluation of the systems was conducted from 1963 to 1966 by the Education Department. This evaluation noted that in the past decade, through system organization, there has been an improvement in library resources, an extension of service, and improved quality of public service. For most, it is hard to imagine the situation of 20 years ago when each public library was an island unto itself.

At least in the public library sector, we have learned our first lesson well, that libraries cannot be freestanding within a locality. Regional organization is an accepted structure.

* Talk given at the New York Library Association General Session in New York City on November 18, 1968.

** Reprinted from *The Bookmark*, February 1969. Ms. Connor was Director, Division of Library Development, New York State Library.

"There is a relationship among libraries which crosses type of library."

2. The second thing we have learned is that libraries are not freestanding by type of library. There is a relationship among libraries which crosses type of library. This is so because users of one library are also users of other libraries – public, school, college, university, and special research library. We have learned that regional systems of libraries of one type cannot be developed without regard to the role and potential contribution of other types of libraries.

A key date here is 1961. The need to develop systems of libraries, which would include public, college, university, and special research libraries, in order to meet the advanced needs of serious library users, was given public recognition in the 1961 Report of the Commissioner's Committee on Reference and Research Library Resources. In 1964, the first of the reference and research library systems was chartered, METRO in New York City.

Governor Rockefeller sponsored the first Governor's Conference on Libraries in 1965, and in 1966 came the first State appropriation for the Reference and Research Library Resources Program. During the past three years, eight other reference and research systems have been organized, covering the entire State. These systems include all the public library systems, a majority of the college and university libraries of the State, and many special research libraries. The 3R's systems are beginning to offer, insofar as limited funding will permit, such services as delivery, regional interlibrary loan, and union lists.

Not only have we seen the need to cross type of library in regional associations of libraries, we have seen the need to link libraries in a State-level interlibrary loan network. NYSILL, the interlibrary loan network, was established in 1967. It draws upon the resources of many of the strongest research libraries in the State. The New York State Library acts as a filter center to insure full use of existing public resources and to prevent overload on key research libraries. The use of the NYSILL network is increasing at approximately 20 percent a year, and NYSILL is growing in speed and efficiency.

Both the development of regional reference and research library systems and the statewide NYSILL network are indications that since 1961 we have begun to learn our second lesson, that libraries are not freestanding by type of library and that new contractual relationships are needed which foster service across type of library barriers. Interlibrary cooperation is a growing theme in library development.

"...libraries are too important to education and to society's general welfare to be left to local initiative only."

3. The third thing we have learned is that libraries are not freestanding in finance. The financial support of libraries relates to several levels of government and to both the public and private sector. A consensus has been emerging that libraries are too important to education and to society's general welfare to be left to local initiative only. We have come to believe that the support of libraries should be more than a local or private concern.

The principle that there should be some State support for public libraries had existed in token form from 1892 on. For nearly 60 years this aid went unchanged and each public library in the State received a maximum of $100 annually. I am sure we will never reach the point of such a Rip Van Winkle story again – no change in State aid for 60 years!

The real breakthrough in acceptance of the State's role in assisting public library development came in 1950 when legislation was passed to assist county library systems. Subsequent increases came in 1958, 1960 and 1966.

State aid for public library service has increased from $71,687 in 1948 (20 years ago), to $3,200,000 in 1958 (10 years ago), to $15,500,000 in 1968-69. In addition, there is approximately $1,215,000 in State funding for the Reference and Research Library Resources Program in the 1968-69 budget. I do not say that such funding is enough, it is not, but I do want you to realize how far and how fast we have moved – a 500 percent increase in State aid in just 10 years.

Federal aid has also emerged as an increasing factor in library development. In 1956, the Library Services Act was passed providing funds for rural public library development. This was the first Federal aid for libraries. New York State received $40,000. In 1964, the act was amended to include both rural and urban library services, plus funds for public library construction. In 1966, additional titles were added relating to interlibrary cooperation, service to State institutions, and service to the blind and physically handicapped. Now we receive over $6 million a year in Federal aid for public library service.

The passage of other Federal acts to benefit libraries should be noted. In 1965, the Elementary and Secondary Education Act, the Higher Education Act, and the Medical Library Assistance Act were passed. The trend is clear. There is a growing diversification of funding.

The importance of State and Federal funding is growing as a percentage of the whole. It becomes increasingly clear that libraries are not freestanding financially. Intergovernmental cooperation and intergovernmental finance are imperatives.

"The traditional library system must be brought into a relationship with the developing computer-based information systems."

4. The fourth thing we have learned is that libraries are not freestanding from other systems of storing and transmitting knowledge. The traditional library system must be brought into a relationship with the developing computer-based information systems. As both Chancellor McGovern and Mr. Humphry have pointed out, we must make full use of the potential of modern technology. Outside of the traditional library concept, stimulated by the development of the computer, there have been developing other means of transferring information. Increasingly, the library profession is recognizing the relatedness of developments in electronic data processing and modern communications to library service.

In New York State, if one were to assign a date to major public recognition of this principle, it might be 1965, the date of the first Governor's Conference on Libraries.

Governor Rockefeller in his opening address noted the need for the improvement of library resources and the need for the application of modern science and technology.

Our accomplishments in electronic data processing are just beginning, but one deserves particular note. Just last month, the SUNY Biomedical Communication Network was dedicated. This network, developed under the leadership of Irwin Pizer, director of the library of the Upstate Medical Center in Syracuse, links nine medical libraries through an on-line, real-time, user-oriented computer system.

Another example of the use of the computer is the developing system of serials control at the New York State Library. Other important computer-based projects are the projected New York State Union List of Serials and ANYLTS, the Association of New York Libraries for Technical Processing. All of these have been initiated in the past three years.

"... libraries must relate themselves more clearly to the needs of those who do not traditionally use our libraries, the disadvantaged, particularly, the urban poor."

5. The fifth thing that we have learned is that libraries are not freestanding from the problems of society as a whole. It has become evident that libraries must relate themselves more clearly to the needs of those who do not traditionally use our libraries, the disadvantaged, particularly, the urban poor. This is not a new theme, but it has been given a new measure of poignancy, a new urgency of concern by the times. Libraries must undertake dynamic new programs of outreach to the disadvantaged.

As I seek for dates which connote the library's recognition of this need, I can cite two. In 1961, the Brooklyn Public Library, in a forward-looking step, established its Community Coordinator program. In 1964, New York State's plan under the new Title I of the Library Services and Construction Act included funding for public library system projects of service to the disadvantaged. Under LSCA most of the major city public libraries in New York State have undertaken programs to strengthen service to minority groups.

One can cite the beginnings of a new emphasis on outreach through LSCA, ESEA, the Higher Education Act, and, most recently, through the State's Urban Education Act. In many ways we will have swung full circle in a decade. In 1956, the Federal Library Services Act concentrated on the rural populations. Now we can perceive a shift of emphasis to the needs of the inner city. But we all know, we have not done enough to widen the social base of our libraries.

These, then, are five things we have learned: libraries are interdependent; they must be developed with an understanding of regional relationships, of relationships across type of library, of the importance of intergovernmental finance and intergovernmental cooperation, of the contribution of modern technology; and with an effort to relate them to the key issues which face society as a whole. It is increasingly clear that libraries are not freestanding.

LOOKING AHEAD

In the *Saturday Review*, in the series of articles "What I Have Learned," one did not generally find writers look-

ing ahead. Nevertheless, I cannot refrain from a few brief comments about needs and the future. Using the analogy of a wall system with component related parts, as against a freestanding bookcase, I believe that the "compleat" library system of the future should have these five attributes:

1. The function of the system and its component parts must be defined. Library systems of the future must be designed with a better understanding of the library user. The system must meet the user's needs, not only for information but also for enrichment. Both are important. The appropriate role of the various types of libraries must be continuously clarified in meeting user needs.

2. The system must be based on coordinated planning. Appropriate evaluative research must accompany growth. Statewide planning and leadership will become increasingly imperative.

3. The system must be capable of rapid growth and expansion. Despite an amazing record of growth in the past decade, we still have serious needs for additional funds, for more library materials, for library manpower, and library buildings. To achieve the needed expansion will require a common effort by this association in support of major legislation in the next few years.

4. The system must be characterized by diversity. Library systems must be capable of embracing all media. They must be diverse, reflecting in their offerings the varied interests of the persons they serve.

5. The system must be flexible, capable of accommodation to change. As we look to the future, it is important that we keep our systems and ourselves flexible, able to adjust to the ambiguity of new and evolving interdependent patterns.

CONCLUSION

I think you who have shared in system development will agree that we have come a long way. The library program of New York State has made remarkable progress. And the pace of progress has quickened. We have come further in the last 20 years than in the 60 which preceded it. We will need, as librarians, trustees, and lay persons, to keep planning and working together, for the unmet needs are still great. The next five years may prove to be the most important in our history.

One senses in the *Saturday Review* articles that the learning is not over. I hope you share that feeling, too, about library development in New York State. We are still learning what libraries and library service are all about. The full potential of the library system concept is yet to come.

RECOMMENDATIONS OF THE COMMISSIONER OF EDUCATION'S COMMITTEE ON PUBLIC LIBRARY SERVICE, 1957

[The December 1957 issue of *The Bookmark* provided a "Summary Report..." of the recommendations by the Commissioner of Education's Committee on Public Library Service. James E. Allen, Jr., State Commissioner of Education, appointed this committee in the spring of 1956 " 'to review the present status of public library service in New York State, to analyze and to evaluate the recent progress made, and to make recommendations to continue the improvement and extension of library service to the people of the State.' " Following are the recommendations the committee made on the development of library service, systems of libraries, personnel, submission of plans and the administration of the State's public library programs. The five recommendations relating to the State aid formulas (Part V) are not included in this excerpt.]

SUMMARY OF RECOMMENDATIONS

The Commissioner of Education's Committee on Public Library Service submits the following recommendations:

I. DEVELOPMENT OF LIBRARY SERVICE

Means should be found to make public libraries in New York State convenient and adequate centers of information for all residents and to enable these libraries to support or to supplement educational, civic and cultural community activities, and to encourage wholesome recreational and constructive use of individual leisure time.

1. The State is concerned with the education and intellectual growth of its people, and so should participate in any program of library development.

2. It has become clear to the committee that only as libraries are banded together, the smaller drawing on the larger, can the State's people hope for the benefits which can accrue from adequate, convenient, economical access to sources of information.

3. The committee strongly recommends, therefore, that the State encourage the formation of library systems by local initiative and make appropriate grants-in-aid to such systems.

4. The primary responsibility for good library service rests with each community.

5. Public library service, and State participation therein, should be based on local initiative and local support. The community itself should take the lead in providing its own public library facility, and the role of the State should be to give financial aid in the development of that facility, to furnish, as called for, technical counsel and guidance and should include stimulation and leadership in the organization and development of service.

II. SYSTEMS OF LIBRARIES

1. The committee recommends the establishment of not more than 25 library systems in the State.

2. Library systems would serve areas of varying geographic size and population density. In general, to provide an adequate base of support, each system should serve at least 200,000 persons or an area of 4,000 square miles. These systems would in most cases follow county lines and many would include all or parts of a number of counties.

3. To provide service that will really meet, and not merely seem to meet, the local needs of any community, a widely diversified collection of books and other material is essential. Each system, therefore, should include a central collection of books, carefully selected and carefully maintained to meet community needs. There should probably be at least 100,000 volumes in each of these central collections. If no library in a system has a live collection of this size it is recommended that the largest collection be built up rather than that a new facility be established.

4. The central collection would be the core of a system. To it would be related, in whatever form of organization they elect, local libraries in the system area which are willing to share in both the benefits to their communities and in the responsibilities of system-wide service.

5. Each library system, including the central library, should aim to possess 1.6 books for every child under 15 and 1 book per person for other residents. It should purchase annually approximately one book for each five persons served, including about 5,000 new titles. Motion picture films, sound recordings and other media of communication should supplement and enrich the information in book form.

6. The central collection would be the primary source from which community libraries would draw for material not in their own collections. It would also be the clearinghouse for information about all materials in the participating libraries. Any resident of the system area should have the right to borrow, directly and through interlibrary loan, from any library in the system or from the State Library. Exception may be granted to direct borrowing under certain circumstances.

7. The State Library should continue and strengthen its interlibrary loan service to library systems and should secure, for interlibrary loan, requested material that it does not possess from other libraries in the State.

8. The State aid program for libraries in New York State should make special provision for the support of extraordinary public research library facilities.

9. The Watertown area should be constituted as a library system fully qualified for State aid, under the control and management of a county or regional library board. This board, if it chooses, may obtain by contracts with the State Library or other means, continuation, as part of the library system, of the services and facilities, with the present staff, of the Regional Library Service Center.

10. A library system should not be required to provide free library service to residents of communities which logically should be served by the system if those communities do not support local library service or refuse to participate in the system.

11. The Committee recommends that the following types of library systems be considered as eligible for approval by the Commissioner: federated, consolidated and association. Freedom of local choice among these organizational and governmental patterns should be continued and encouraged. It is apparent, also, that in some localities a system organized as part of a county government might be more readily acceptable than any of these. The committee feels that communities should be allowed this choice if approved by the Commissioner.

12. Freedom of local choice in the method of financing a library system should also be continued and encouraged. Income from endowments or other private sources should be considered by supporting municipalities or other governmental agencies as supplemental to tax support and not as a substitute for it. Libraries which have such income and participate in systems should retain control and management of their private funds.

III. PERSONNEL

1. Competent, well-educated and professionally trained librarians devoted to the service of the public are a necessity for the successful operation of a public library or system of libraries.

2. The committee recommends that every public library system approved by the Commissioner have as a central staff, at least six certified librarians and at least twice as many library workers performing nonprofessional tasks. In addition, at least one certified librarian should be required throughout a system for each community library serving a population of 5,000 or more, and for service on each bookmobile.

3. A statewide recruiting program should be developed through cooperation of the State Education Department, the NYLA and local library boards and groups, to interest qualified persons in librarianship as a career.

4. The State Education Department should establish 50 special competitive scholarships for graduate education in librarianship.

5. Studies already started by the State Education Department should be continued and others should be instituted relating to both professional librarians and library technicians. These studies should include present and future supply and demand; salaries; training requirements and facilities; and certification and appointment practices in the State.

IV. SUBMISSION OF PLANS

1. Systems of libraries, whether already established or proposed, shall submit plans of library service to the Commissioner of Education for approval.

2. These plans must meet established standards and shall include procedures to improve service to the public and to libraries in the system; development of service to presently unserved areas; and representation of libraries in a system in dealings with county and State governmental agencies in budgetary and other matters. These plans may be given full or provisional approval or may be rejected.

3. No library system should be fully approved by the Commissioner unless, in addition to meeting other established standards, it will serve a minimum of 200,000 persons or, as an alternative, its service area will include at least 4,000 square miles.

4. Library systems which do not meet standards for full approval may be given provisional approval if, in addition to meeting other established standards the system will serve a minimum of 50,000 persons; will include three or more governmental units; will provide some system-wide services; and files a five-year plan for meeting all of the standards required for full approval at the end of that period....

VI. THE EDUCATION DEPARTMENT'S ADMINISTRATION OF THE STATE'S PUBLIC LIBRARY PROGRAM

1. The committee respectfully submits that the developing library functions now under the State Education Department, which include public, school, college, research and special services to agencies of the State Government, are of a size and importance as to call for the appointment of an Associate Commissioner whose major responsibilities should be supervision of the State's library activities.

2. The position of the Director of the Library Extension Division should be upgraded to that of Assistant Commissioner in charge of a proposed Public Library Division, replacing the Library Extension Division, directly responsible to the Associate Commissioner.

3. The staff of what is now the Library Extension Division should be increased as necessary for the full implementation of the program of library services recommended by the committee including added emphasis

upon work in the field in guidance, promotion and inspection.

4. Careful consideration should be given to basing field workers in the regions to which they are assigned.

5. The Traveling Libraries Section of what is now the Extension Division should provide bulk loans of specialized materials to library systems. Much of its present book collection could be transferred to central libraries of systems with less than 100,000 volumes.

6. The State Education Department, in cooperation with the New York Library Association, the Library Trustees Foundation of New York State and the library schools, should plan a series of regional conferences or institutes for librarians, trustees and government officials to discuss problems related to the formation or operation of systems of libraries and the improvement of public library service throughout the State.

7. The State Education Department should establish an advisory council on public library service.

MEMBERS OF THE COMMITTEE:

Justice Francis Bergan (Chairman), Associate Justice, Supreme Court, Appellate Division, Albany; President of Board of Albany Public Library; and Past chairman of Library Trustees Foundation of New York State

Allen Beers, Syracuse

Mrs. Robert A. Bond, Member of Board, Roswell P. Flower Memorial Library, Watertown

Anthony J. Cerrato, Attorney; Member of Board of Education, Yonkers; member of Library Trustees Foundation of New York State; and member of Governor's Committee on Library Aid

Clarence Chamberlain, Executive Director, County Officers Association, Albany

Edward G. Freehafer, Director, The New York Public Library; member of Regents Library Council; and member of Library Trustees Foundation of New York

Harold S. Hacker (Vice Chairman), Director, Rochester Public Library and Monroe County Library System, Rochester; member of Regents Library Council; member of Library Trustees Foundation of New York State; and member of Governor's Committee on Library Aid

Fred L. Hainfeld, Jr., President, Long Island Trust Company, Garden City; and Trustee of Garden City Public Library

John B. Johnson, Editor and publisher, *Watertown Daily Times*, Watertown

Richard Lawrence, Jr., Elizabethtown; Chairman, *Printers Ink*; and Former President of Board, Clinton-Essex County Library Service System

Robert D. Leigh, Dean, School of Library Service, Columbia University; and Director of *Public Library Inquiry*

Charles F. McDonald, Director, Huntington Public Library; and past president of Suffolk County Library Association

Thomas H. McKaig, Hamburg; Trustee of Buffalo & Erie County Public Library; member of Library Trustees Foundation of New York State; and Chairman, Governor's Committee on Library Aid

Mrs. Frank C. Moore, Buffalo; member of Library Trustees Foundation of New York State; Trustee of Kenmore Public Library; and member of Governor's Committee on Library Aid

Mrs. Howard Praeger, Binghamton; Director of League of Women Voters of New York

Mrs. Alexander Preston, Middletown; Chairman of Library Board of Thrall Memorial Library, Middletown; member of Board of Education, Middletown; and member of Library Trustees Foundation

Francis R. St. John, Director, Brooklyn Public Library; and member of Regents Library Council

Harold C. Storm, Superintendent of Schools, Central District No. 1, Arlington; President of Board of Arlington Public Library; and member of Committee on Proposed Community College

J. Frank Traynor, Attorney, Rochester; President of Library Trustees Foundation of New York State; and Trustee of Rochester Public Library

Marcus A. Wright, Director, Binghamton Public Library; and President of New York Library Association

REPRESENTATIVES OF STATE GOVERNMENT TO THE COMMITTEE *

Charles M. Armstrong, Jr., Statistician, Division of Research, New York State Education Department

William J. Embler, Research Consultant, New York State Assembly; Former Deputy State Comptroller; and member, Governor's Committee on Library Aid

Charles F. Gosnell, State Librarian and Assistant Commissioner for Libraries, New York State Education Department

Julius B. Maller, Chief of Municipal Research, Department of Audit and Control

Edgar W. Martin, Associate Budget Examiner, Division of the Budget

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* These members representing State Government did not vote on recommendations relating to the policies and determinations of their respective departments.

Ewald B. Nyquist, Deputy Commissioner of Education, New York State Education Department

S. Gilbert Prentiss, Associate Librarian, Division of Research, New York State Education Department

Donald H. Ross, Coordinator of Research and Special Studies, Division of Research, New York State Education Department

Irving A. Verschoor (Secretary), Director, Library Extension Division, New York State Library, New York State Education Department

COMMISSIONER'S COMMITTEE ON REFERENCE AND RESEARCH LIBRARY RESOURCES *

The Regents of the State of New York at a recent meeting took favorable action on the Committee's report and have formulated the following recommendations.

In the spring of 1960 the Commissioner of Education appointed a Committee on Reference and Research Library Resources for the purpose of surveying existing resources in the State, to ascertain the present demands and future needs for library information of an advanced nature, and to review the technological developments and other administrative or fiscal devices which might contribute to the solution of problems in this area. An interim report, "A Cooperative Program for the Development of Reference and Research Library Resources in New York State, November 3, 1960," by this distinguished committee warrants special legislative consideration at this time.

The committee's studies confirm the wealth of library resources already existing in New York State. In addition to the materials in the 650 or so public libraries, there are vast resources in the libraries maintained by the State's 178 colleges and universities, in over 1,000 special libraries serving mainly private enterprise, and in the New York State Library.

Despite this great abundance of materials, these libraries are not able to meet the demands placed on them, for the following reasons:

(a) There is inadequate provision for the needs of college and university students, both in respect to their increasing number and the changing character of their studies.

(b) There is no coherent plan for the systematic and comprehensive coverage of research materials in most of the important subject fields.

(c) The majority of research workers need greater help in the form of bibliographic tools and services than is now available for discovering what materials exist in their subject fields and where these materials can be found.

(d) Research workers do not have quick and economical access to many of the materials they need even if they have been able to identify and locate them.

It is the Regents' belief that the only feasible way, and in many respects the only possible way, to meet the reference and research library needs of all types of library users in the State, is to build when possible on existing research resources and to link those resources to each other by an extensive and well-ordered program of cooperation.

Regional Cooperation. In order to give proper attention to the special interests and problems of geographic regions, the Regents recommend the establishment of a network of no more than five regional reference and research library systems working in cooperation with each other and the State Library. Such systems have a successful analogue in the public library service systems permitted by present statutory provisions.

Each regional reference and research library system would be given corporate entity by means of a charter from the Regents and would be governed by a board of trustees. The board of trustees of a regional reference and research library system would be required to plan and direct cooperative regional reference and research library programs, prepare an annual budget, and allocate funds provided for use within the region.

Statewide Cooperation. Because a successful cooperative program of reference and research library service implies an evolving plan, involving a wide variety of private and public institutions, and because so many of the problems of building such a program can be dealt with effectively only at the state level, the Regents recommend the establishment of a statutory advisory State Reference and Research Library Resources Board whose members would be appointed by the Regents upon the recommendation of the Commissioner of Education.

The State Education Department, through its State Library and with the cooperation and advice of the Advisory Board, would develop policies in respect to the reference and research library program at the state level and guide such policies at the regional level. It would also administer the statewide services necessary to the development of a reference and research library program and approve and coordinate the programs of the proposed regional reference and research library systems.

To provide administrative service at the state level for the program herein recommended, a Division of Reference and Research Library Resources would be established in the State Library.

Library Service for College and University Students. The conditions of general library service intended to meet the instructional needs of college students differ from those of library service to the more advanced research community; solutions must differ accordingly. To supplement the library programs of individual colleges and universities and in order to help meet the problems of expanding numbers of students and changing techniques in the educational process, the Regents recommend that the State assist the establishment and devel-

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opment of regional cooperative library programs for college and university students by providing annually to the proposed regional reference and research library systems a minimum of $10.00 for each student enrolled at all levels and in all categories for the fall semester of each year in all chartered institutions of higher education in the State of New York.

It is estimated that at present student enrollment levels (part-time students converted to full-time equivalents) this would amount to approximately $2,850,000.

Library Service to the Professional and Research Community. The Regents are convinced that library service at the research level, whether serving the college faculty and graduate students, industrial research, or any other segment of the research community must be considered as part of a total, coordinated program. No other approach is economically feasible, if indeed it is possible.

The objective of such a program can be no less than to provide the research worker with every resource which bears on his work, as nearly as possible at the time it is most needed. In order to develop those research resources, tools and services which best lend themselves to the cooperative approach, the Regents recommend that the State assist the development of a cooperative program of library service for the professional and research community by providing annually to the Department a minimum of $5.00 for each professional person in the State, as enumerated in the United States Census.

It is expected that this would amount to approximately $5,000,000 annually based on 1960 census estimates, part of which would be used for regional services and part for statewide services for approved individual projects, operation of statewide projects and experimental projects, and for staff.

In the use of State aid under both of these programs, it is the intention that, wherever feasible, full advantage should be taken of existing library resources and services, employing statutory grants and the device of contracts providing for equitable compensation for specific services performed in the public interest. The Regents believe that in this manner cooperation among institutions will be encouraged and the State will be enabled to accomplish most at the least expense.

> The Regents recommend amendments to Education Law (a) to permit the statutory establishment of an advisory State Reference and Research Library Resources Board; (b) to authorize the organization and operation of regional reference and research library systems; (c) to provide for the financing formulas indicated and for the apportionment of State aid to the library systems thus established and to the Education Department for administration of the state-level aspects of the program; (d) and to appropriate $800,000 for the first year's operations, 1961-62.

INTERINSTITUTIONAL COOPERATION BETWEEN EDUCATIONAL AGENCIES *

By Ewald B. Nyquist **

I should like to speak today on three pressing study matters whose solutions augur exciting future development for library services and illumine the integral relationship between libraries and education. From my angle of vision, and my tower of observation is not inaccessible to others, these three priority items deal with the coordination of research and reference libraries; interinstitutional cooperation between colleges and elementary and secondary education on the one hand and local public libraries on the other; and the role of the public library in adult education.

I shall first speak on the proposition that here in the State of New York we have the most advantageous setting for the promotion of cooperation between all kinds of educational organizations.

On a May day 175 years ago, the Legislature of this State created a unified system of education known as The University of the State of New York. The State Constitution guarantees its existence as a separate corporate entity. This system, headed by the Board of Regents and whose administrative agency is the State Education Department, is unique among the 50 states of the Union: it comprises all the private and public colleges and universities in the State as well as private, public and parochial schools, museums, historical societies and libraries. The State is the campus of the University of the State of New York. Education in its broadest sense is its business.

The advantages of such a statewide system of education and organization are too many and too obvious to require rehearsal here. But, even in this State with the rewarding potential of this overarching concept of unity, we can be guilty of either one of two sins: namely, not realizing that to make the concept a viable one, good will and interinstitutional cooperation are vital; or even if we do have these insights, letting speech substitute for action.

Decisive explanation of much of the trouble with American education lies in the fact that each of the levels (elementary, secondary and higher) has had a separate origin. Articulation between each level is one of the most difficult tasks we face. The job has hardly begun, but the prize for full accomplishment is attractive: the quickest, most efficient, economical and fullest education of each person according to his talents.

"...too few of us look at our educational system as a continuous educational gamut, from the early nursery school years, to the elementary and secondary levels, to the upper reaches of college and university work, and on beyond to adult education."

It is hardly surprising, then, that too few of us look at our educational system as a continuous educational gamut, from the early nursery school years, to the elementary and secondary levels, to the upper reaches of college and university work, and on beyond to adult education. More of us must. No part can be left out; each must be fully supported; a weakness in any early part is sure to be reflected in later levels.

Now this atomistic attitude we have, of looking at the units of our vertically extended formal instructional system as separate and unrelated parts, extends horizontally to all other educational agencies. We tend to behave, in dealing with the public school system, as if what we do there has no relationship to the local public libraries. We act, in promoting adult education, as if public libraries had no role. Such a fragmented approach to dealing with our educational problems is, at the very least, wasteful of resources. But more than that, we do not derive the full meaning and benefit of a holistic approach which if taken suggests that a vital, vibrant whole is much more than a sum of its independent parts.

"...a sharp eye for foreign motes but a dull one for domestic beams."

* Excerpts from an Address at the New York Library Association Conference, November 12, 1959.

** Reprinted from *The Bookmark*, December 1959. Nyquist was Deputy Commissioner of Education and later President of the University and Commissioner of Education, New York State Education Department.

Too often and sadly so, one educational agency in a community will behave with an "air of bothered righteousness" in shrugging off the claims of another one. Too often, colleges and secondary schools vis-à-vis public libraries are guilty of having a sharp eye for foreign motes but a dull one for domestic beams.

And so with this background, I turn to the first of the three pressing problems calling for resolution and future development.

Library Service for Meeting Advanced Informational Needs

"The informational needs of the people and enterprises in New York State are almost unlimited...." Thus summarized Justice Francis Bergan, Chairman of the Commissioner of Education's Committee on Public Library Service, after a year and a half of intensive study of the public library situation in New York State.

As you know, proposals for systems of public libraries, each with a strong central library at its core, made by this Committee were supported by State legislation in 1958. Suffice it to say here that a public library superstructure is being established by which eventually every resident of the State may satisfy more fully the more basic of his informational needs. What we have in mind in terms of library service can be conceived of as a pyramid with the few important research and reference libraries at the very pinnacle; the more numerous central libraries in the middle and the many local public libraries at the base.

The Report of the Commissioner's Committee further comments: "Important to a complete, integrated program of library service to the people of the State is the availability of materials essential to advanced reference, scholarly investigation and to scientific and industrial research. These materials comprise the comprehensive record of man's knowledge and ideas, without limitation of time, subject, language, place of issue or form of record. Many individual items of research libraries are infrequently used, but when needed they are vital to productive scholarship and investigation.

"It is suggested that further studies of the problem of research library service in New York State be made, paying special attention to the possibilities of bringing academic, special and public research library facilities into an integrated program."

Reporting in 1954, a Regents Committee on the Integration of College and University Library Resources in New York State and a subcommittee on University and Research Libraries emphasized the necessity for dealing with the problem of advanced informational needs; made some specific suggestions dealing with college library problems and recommended that further study and research be carried on in order to "formulate a program which will assure the availability in the State of the research materials its residents require."

The libraries of the industrial research laboratories and other private research libraries also have, through committees of their own Special Libraries Association, expressed needs for resources, techniques and relationships that do not now exist.

While the immense sum of the resources of all of these public, academic and industrial libraries of the State exists to fulfill one common purpose, it nevertheless represents a confusing and uncoordinated diversity of materials, clienteles, functions and policies.

Token recognition of the importance of one great research library to the people of the State as a whole was made in the 1958 statute relating to library system development by including therein provision for some State assistance to the Reference Department of The New York Public Library. This is in addition to the New York State Library, which continues to serve the information needs of all residents of the State, both directly and through the medium of other libraries. At the same time a need exists to study the State Library and its services, and such a study is already underway in its subject division serving the medical profession.

We should know how our present facilities can be better understood and mobilized, and we need to know what gaps there are and how they can be filled. We propose at an early date to establish a Commissioner's Committee on Reference and Research Library Resources in order to determine what might be done and whether there is a further service the State should perform in bringing together the serious library user and the library resources he needs. The task of this Committee will be to develop answers to such questions as:

1. The character and source of existing and potential demands for library information services of a more advanced nature.
2. A survey of the existing reference and research library facilities in the State, including the depth and scope of the collections, their staffs, the policies of the respective institutions regarding use, and a summary of any efforts presently being made in the direction of formal or informal cooperation.
3. An analysis of the ability of the facilities outlined in number 2 to meet the needs outlined in number 1.
4. A review of technological developments and other administrative or fiscal devices which might contribute to the solution of reference and research library problems.

On the basis of the information which such studies would reveal, the Committee should be able to formulate an overall program for the more effective utilization of existing resources, and for orderly progress toward the further development of whatever facilities are indi-

cated in order to meet the growing informational needs of the people of the State.

I know that the Council of Higher Educational Institutions in New York City is engaged in similar work. Full coordination between the proposed Commissioner's Committee and the Council will be achieved.

Expanding Enrollment and Public Library Service

In New York State the school library has long been considered an essential learning resource. It is a teaching and a service agency as well as a reading center and a center for instructional materials. In addition to its responsibility for making books and other media of communication available as resources for living and learning, it implements the curriculum and contributes directly to school activities.

The development of school libraries is a flourishing one. In most of the school districts, school library programs are teaching pupils the basic skills in using reference works and library tools, thus laying the readiness foundation for later independent use of school, public, college and special libraries actively and efficiently. School libraries are stimulating and guiding reading so that greater numbers of pupils will have increased reading skill and will read with interest and enthusiasm for academic purposes, personal interests and recreation.

School libraries in New York State are increasing their book resources rapidly, adding more than a million books a year, but are seldom financially able to acquire all of the books and library materials they could well use.

Many school libraries in New York State are securing better library quarters – appropriate and attractive reading and work rooms in new and remodeled school buildings. Yet because of increasing school enrollments and increasing building costs, a number of school libraries have insufficient space for readers and for shelving.

There are approximately 2,000 librarians employed in our public elementary and secondary schools and between 200 and 300 librarians employed in our private, parochial and special schools. These school librarians are classified and certificated as teachers of a special subject. They are both librarians and teachers. They are employed as teachers and have teacher status. Their special field is librarianship.

Every secondary school has a school library. In central schools the library and librarian may be serving both the elementary department and the secondary department. Or, there may be separate libraries and librarians for elementary school pupils and high school pupils. Central libraries in separately housed elementary schools are being developed so rapidly that it is difficult to know exactly how many there are. It is clear, however, that at the end of the last school year, there were more than 600 public elementary school libraries functioning under the direction of professionally qualified school librarians.

The rapid increase of elementary school libraries is probably now the most outstanding development in the school library field. It seems to be limited only by the supply of school librarians – and perhaps, money. It is the more remarkable in that great numbers of school administrators, convinced of the value of elementary school libraries, have provided library positions and library rooms without being required to do so. Possibly the success of high school libraries was important in effecting this progress.

Another significant, recent development is the increasing number of school library supervisors or consultants employed in the cities, villages and central districts. There are now at least 35 such positions. I am informed that last year for the first time members of this group and the state supervisors had a discussion meeting at the New York Library Association Conference. And, I understand, that a similar meeting was held on Wednesday as part of this year's program.

Now, all of this illustrates the complications of what is familiar to you, namely, the explosion of population. In short, the fecundity of our people has overwhelmed our elementary and secondary school system and the colleges and universities will, within the next five years, be similarly inundated by a deluge of students. We not only have a problem of quantity in demand for library service but we have also, with increased emphasis on how to use books as a learning resource, educated our students to be even better library consumers than they have been in the past.

In most areas of the State the public library is compelled to supply reading materials for students in all levels of the educational structure. The explosion of population as well as the postwar renascence of learning and independent intellectual effort have brought unprecedented pressures to bear on individual public libraries and are taxing their resources in a way which must command the State's financial support in greater measure.

"An informed citizenry is still the greatest asset we can try to achieve."

As teaching methods have come to depend more on a broader range of books for regular assignments and have encouraged students' individual initiative in seeking out such books, the opportunity to provide enough library materials to enable our youth to develop good habits of reading, and secure what they need, must neither be missed nor ignored. An informed citizenry is still the greatest asset we can try to achieve. The need has

never been greater, for we live in a time of rapid change, increasing complexity and a desperate shortage of educated ability in the face of wasteful manpower practices.

Many elementary schools in the State do not yet have school libraries. Some of the secondary school libraries are not yet of required quality. The rapid expansion of community colleges has exceeded the growth of their libraries. The high proportion of students in institutions of higher education in this State who are not in campus residence tends to increase their use of more accessible public libraries. School libraries need strengthening; even so, they cannot alone furnish the required library service. Public libraries, if given better support, represent the most economical means of complementing school library resources and of making a wide range of reading available for the education of the whole community.

The library use by all of these groups, including business and professional, and preschool children has caused public library circulation to increase at a rapid rate. The total circulation of books from public libraries in the State rose from 55 million in 1956 to 66 million in 1958, according to annual reports submitted to the State Education Department. This represents an increase of 20 percent in only two years. But in many instances, book stocks are seriously depleted.

"The whole problem of coordinating the library service which our youth must have...has not suffered from excessive contemplation."

The whole problem of coordinating the library service which our youth must have in the expanding educational program of the State, and of interrelating the formal instructional units with the public libraries, has not suffered from excessive contemplation. It is inescapable that the question should be raised whether it is desirable, necessary, or even financially possible that each and every elementary and secondary school and college and university should have a fully developed, independent library. Certainly this is a pertinent question in any urban and metropolitan area.

With the wise counsel and assistance of many of the Department's library friends, I propose that a formal study committee appointed by the Commissioner be formed. Such a group would draw representatives from public librarians, elementary and secondary school and college librarians, superintendents and principals of schools, as well as teachers. With your consent and patience you can expect to hear from us further within the year.

Adult Education and the Responsibilities of Public Libraries

It is becoming increasingly plainer that just as important as the education of our school-age youth is the compelling need for more and better educational opportunities for adults.

We live in a world of rapid change, mobility, extraordinary complexity, interdependence and increasing remoteness from sources of decisions. As someone has suggested, "The world is now too dangerous for anything but the truth, too small for anything but brotherhood."

To disseminate the truth and to make it possible to live in international peace, today more than ever before, require the further education of the adult population, including even those who have already graduated from the highest levels of our formal educational system. The accelerated pace of discovery of new knowledge – and its obsolescence – must make even the most educated person aware that he can claim no exemption from a process of learning which must be continuous.

We are reminded on every side of several problems whose solution enjoin the State to increase its participation in the support of adult education:

1. A highly technological society requiring better educated manpower.
2. The best use of increased leisure time so that we can resist the increasing boredom we feel with ourselves and each other – so that we can avoid giving practical effect to the phrase, "killing time."
3. Accommodating the social, economic and cultural needs of the elderly.
4. The need for developing among all citizens understanding of international issues, thus enabling them to cope with the challenge of maintaining human liberty and achieving a world community in the face of the impressive thrust and purpose of the Soviet people. If we are to triumph in the international debate now going on for men's minds, if we are to survive in a trigger-happy world where catastrophe can occur with explosive suddenness, our adult citizens require a supremacy in wisdom and responsibility whose foundations only education can provide. We have some pressing engagements; to meet them we need expanded capacities to make wise choices.
5. The need for a continuing liberal education for all adults. We are in danger of living fractional lives. We have come to learn that man is more than a machine, that he cannot live by bread alone, and that education is more than mere technical training. As someone has said, "The democratic faith is . . . faith that men, if they are well enough educated and well

enough informed, can solve the problems raised by their own aggregation." And this faith can only be validated if each person is stretched by education to the limits of his abilities and his being "continually at work on his own enlargement."

"...the process of learning throughout life is neither continuous nor universal."

Now all of us know that the process of learning throughout life is neither continuous nor universal. As John Gardner of the Carnegie Corporation has said: "If it were, age and wisdom would be perfectly correlated, and there would be no such thing as an old fool – a proposition sharply at odds with common experience."

It is painfully clear that education of the sort that means lifelong, personal fulfillment, that would enable our people to participate in a great conversation, a democratic dialog between each and every citizen and their leaders – such education is in part dependent upon wise and extensive use of good library facilities. Our educated men and women will turn to their public library to keep themselves continuously alert and aware of both the symptoms and the basic significance of the rapid changes we face today.

I have read a great deal of literature on the theme of adult education and the role of our libraries in such education. I confess to some puzzlement as to the particular program we should advocate and support here in the State of New York. In part this is due, I am sure, to the still youthful nature, if I could use that term, of the adult education movement everywhere. There are many schools of thought represented among the leaders of the adult education movement. At any rate, there seems to be little question that the public library must serve as a major learning resource in adult education. Too often here, however, speech and good intent are substituted for action because adult educational programs are planned and put into effect with little, if any, thought given to the library materials which are necessary for a fully effective program.

I would suggest, with your advice and consent, that here again we form a representative group involving library people and library friends with leaders in adult education drawn from the public school system, from the public libraries, colleges and universities with adult education programs, and from other areas such as appropriate foundations, industry and commerce, in order to arrive at guidelines.

In the meantime, there is much to be said for simply the sheer increase of financial support for public libraries to enable them to do better what they are already doing in order to be of increased usefulness to our adult population. Such increased support, combined with an aggressive, concerted, systematic campaign of public information on the role of library services in adult education, can do much to further common aims. This is no time for timidity or timid conceits. We need not wait to formulate special programs and develop a full philosophy.

NEW YORK'S ACCOMPLISHMENTS UNDER THE FEDERAL LIBRARY SERVICES ACT, 1956-60 *

By Jean L. Connor **

Our times have brought a whole new range of fabrics. It is the age of synthetics, "miracle fabrics." There are nylon, dacron, orlon and a host of others. No one fiber is perfect for all needs, so we have blended them for greater wearability. We've grown used to a tag on a blouse or shirt which reads 65 percent dacron and 35 percent cotton, or a label on a suit which says 85 percent wool and 15 percent nylon. It is the combination of materials which is important.

Quietly, right under our noses, there has been a revolution going on in the fabric of public library service. There is a new blend. Local, state and federal governments are working together for the improvement of rural public library service. The resulting cloth is new, better than any one of these governments could do alone. You might say that the 65 percent dacron, 35 percent cotton combination has come to library service.

I will describe the accomplishments with federal funds – the nylon part of a nylon-wool combination, but don't forget that the wool is there in greater proportion. State and local efforts for rural public library service make up and rightly so the major fiber in this blend.

In June 1956, the Federal Library Services Act was passed. It came as a result of hard work and 10 years of effort by the American Library Association, and with it, we began a new chapter in the history of public library service. For the first time grants were made by the federal government to the states for public library service. The purpose of the Act is "to promote the further extension by the several states of public library services to rural areas without such services or with inadequate services." Two limitations should be noted: The grants were for public library service only, not school. The grants were for rural service only, not urban. The Act was for a five-year period, to terminate June 30, 1961. A major legislative victory, in the last special session of Congress, brought an extension of the Act for an additional five years to June 30, 1966.

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* A talk given at Federal-State Relations Committee Meeting, New York Library Association Conference, Syracuse, 1960.

** Reprinted from *The Bookmark*, February 1961. Ms. Connor was Associate Library Supervisor and later Director, New York State Library Extension Division (later the Division of Library Development).

NEW BLEND IN LIBRARY DEVELOPMENT

The fiscal provisions of the Act are that the grants are made to the states on the basis of the rurality of the state. The funds are matched by the states on the basis of their per capita income. New York State received $40,000 the first year and $249,152 this past year. The total of grants in four years is just over $600,000. The introduction of federal funds into the state library picture is the new "fiber" in our "library cloth." It is important that we consider briefly the extent and nature of rural library service in New York State before the Library Services Act, if we are to see the changes which have occurred since.

RURAL LIBRARY TYPICAL IN NEW YORK STATE

It is clear that the problem of rural library service, that of making accessible to all rural people library service equal in quality to that offered by the best of our city public libraries, is a real problem and one not easily solved. In New York State, approximately 20 percent of our population live in rural areas (communities of less than 10,000). In 1956, there were 1 million people, or 10 percent of our population, without free legal access to public libraries. Many more were served by small, inadequate libraries. The typical library in New York State is a rural library. Four out of five of our libraries serve rural communities. In 1956, two thirds of all the libraries in the State had total annual budgets of less than $5,000 a year. Rural libraries were staffed mainly by persons who, however well-meaning, lacked any training for their work. Even more important, there was no training available to them below the graduate professional level. In 1956, there were only eight library systems plus the Watertown Regional Center operating in New York State. The picture of inadequacy – small libraries with inadequate funds, inadequate staff, isolated without cooperative service agreements, is further deepened by the inadequacy of the State Library Extension Division in 1956. There were only four consultants to serve the needs of over 600 libraries in the 62 counties. While these consultants valiantly tried to run the merry-go-round and visit everyone once in three years, in actual fact some libraries went as long as 7 to 15 years between visits.

This, then, was the picture in 1956, when the Library Services Act was passed; when nylon, you might say, was introduced. 1956 is a memorable year in library history

for two other reasons. In 1956, the American Library Association published new standards, *Public Library Service*. The most important single recommendation of this document is the concept of cooperation, that only as libraries work together can they meet the needs of their readers. In the same year Dr. James E. Allen, Jr., Commissioner of Education, appointed the Commissioner's Committee on Public Library Service. This committee surveyed the state scene, with particular reference to our State aid program. It early became apparent that this committee would recommend the further development of library systems in New York State.

The New York plan under the Library Services Act was developed with these principles in mind: The plan should be an incentive plan. There was not enough money to make regular cash grants to approximately 500 rural libraries and accomplish anything. The plan should be a statewide plan, giving a "spark" to all areas. The plan should stimulate the development of cooperative action, as recommended in the ALA standards and by the Commissioner's Committee report. The plan should recognize the importance of adequate staff both at the state extension level and community library level.

"...our accomplishments under the Act...strong precisely because it is interwoven in cooperative effort."

In outlining our accomplishments under the Act, one is faced with singling out of a whole pattern of progress those strands which are federal. It is not an easy task. For the fabric is truly a blend, and it is strong precisely because it is interwoven in cooperative effort. I will outline our accomplishments with federal funds under these major headings: the improvement of the structure of rural library service; the stimulation of improved quality of library services; the strengthening of library book and material resources; and the program of education for librarianship.

IMPROVEMENT OF STRUCTURE OF RURAL LIBRARY SERVICE

Great strides have been made in library system development since 1956. There have been two revisions in law, providing for the formation of cooperative library systems and increased State aid. Almost 90 percent[1] of the people of the State and 56 of the counties are now served by library systems. Fourteen library systems (this figure includes the North Country System) have been organized since 1956. State grants in aid totaled approximately 4 million last year and will reach 6 million this year. We expect that within 2-3 more years all persons will have legal access to a public library and that all rural libraries will be able to draw through a library system upon the resources of larger library collections.

How have we used the small amount of federal money, in this picture? First, we have spent approximately $174,000 in four years on salaries. We have more than doubled the size of the state field consultant staff since 1956. These consultants have been of great help in assisting and interpreting the concept of library systems and their legal nature. It is not an overstatement to say that we simply would not have had such a rapid expansion of system services without the state staff to assist in the organizational work. Second, we have assisted the local system planning committees by making small grants-in-aid ($200 each) to them for the promotional work necessary to bring library systems into being. Grants have also been made to trustees and librarians to enable them to visit and study the work of established library systems. Third, we have demonstrated the values of a cooperative library structure by some experiments in children's, young adult and reference services.

STIMULATION OF IMPROVED QUALITY OF SERVICES

There are a group of accomplishments which might be called "the improvement of services." The role of the Library Services Act has not been to provide the services, but to stimulate or spark experiments in the improvement of their quality. Combining these two objectives, the improvement of structure and improvement of services, we have conducted five cooperative projects.

There has been a cooperative project in children's work among 17 libraries in Steuben, Yates and Allegany Counties. There was a science project in Niagara, Or-

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[1] Since this talk was given on October 13, 1960, there has been additional library system growth. For latest figures, see box score below:

	January 1961
Libraries	490
Systems	21
Counties	59
Wholly served	37
Partially served	22
Population served	13,695,231
Percent of State	92.3
Area served (sq. miles)	45,300.1
Percent of State	94.5

leans and Genesee Counties. There have been two young adult cooperative projects. The first involved 20 libraries in Orange, Sullivan and Ulster Counties. In the second, there were 25 participating libraries from Chautauqua and Cattaraugus Counties. The objectives of this latter are perhaps typical of them all. The objectives were: to promote interest in public library service to young adults; to improve techniques of service to young adults; and to develop an understanding of the values of cooperative planning and action. In all cases, there are now library systems in the areas where we had these projects.

"...improvement in communications. Teletype has been financed in five library systems... [and] grants were made for rural telephone service..."

Another service experiment, slightly different in nature, has been aimed at improvement in communications. Teletype has been financed in five library systems, with the objective of improving interloan service between these systems and the State Library. In these same systems, grants were made for rural telephone service to improve communications between the small community libraries and the central libraries and system headquarters. We regard this use of teletype as experimental and hope to learn from it. Also, within the consultant staff of Library Extension Division, we have added specialists in the fields of children's, young adult and adult services. Their help, in their respective specialties, is increasingly important in the consultant services of the Extension Division.

In two other fields, the fields of centralized processing and bookmobile service, we have published manuals for library systems. A major expenditure of Library Services Act funds has been for the bookmobile project. With a bookmobile purchased with federal funds, two demonstrations have been conducted: first, in the Southern Adirondack System area; currently, in the Southern Tier area. In all, about 60 rural communities previously without library service are now receiving bookmobile service. A reader in one of these communities commented, "Bookmobile service is one of the nicest things that has happened in our town in a long time." In the coming year, we plan to add several more bookmobile units, so that more systems will be able to experiment with the response to bookmobile service in their area, study bookmobile costs, plan routes, etc.

STRENGTHENING LIBRARY RESOURCES

A sizeable amount of federal funds, approximately $180,000 in four years, has gone into the provision of library materials. We have purchased books, not with the mistaken concept that we would or should be able to supply all rural libraries in the State with adequate collections, but rather to help us demonstrate, "spark" and teach. To illustrate the principle of cooperation, 66 rotating collections were loaned in the past year to 14 circuits. In addition, 16,000 volumes were loaned to assist newly established library systems. We have also purchased books for instructional purposes, for use in workshops, and to illustrate principles of book selection for different age groups.

With federal funds, we have initiated a new service – the provision of films and records at the state level for rural libraries and library systems. Currently, we have over 600 films in the collection and seven circuits operating in the State. The record collection comprises 1,000 records, stressing expensive items not likely to be owned by small libraries. Language records are popular. The Act has enabled us to initiate one more aspect of modern library service.

PROGRAM OF EDUCATION

One of the most obvious needs of rural libraries, as stated to us by the librarians, themselves, was training for community librarians. There are about 475 rural libraries in the State serving less than 5,000 population, libraries too small to afford and secure a professional librarian. In the first three years of the program, approximately 40 workshops were given throughout the State, reaching almost all of these rural libraries. Children's services and reference services were stressed. From these experiments in training came a demand for a more thorough basic training program.

A community librarians training program has been undertaken. In it we do not attempt to train professional librarians, but only to improve the quality of library service. The program was first offered in the spring of 1960 and has been expanded this fall. Five courses are given in rotation in nine centers: library management, children's services, young adult services, adult services and reference service. With our present staff, it will probably take two and a half years before additional centers can be opened to cover the remaining areas of the State.

"Forty-five...grants [for graduate library study] result that 45 more graduate librarians are available..."

The recruiting of college graduates for graduate study for professional librarianship is a parallel effort. Grants of from $350 to $2,000 are offered on the basis of competitive examination. Forty-five such grants have been awarded since the start of the Act, with the result that 45 more graduate librarians are available to meet the needs of public libraries and library systems serving rural readers.

An additional aspect of this educational program, designed to meet the needs of our rapidly developing library systems, is an annual conference for system staff. The first conference held in Cazenovia in 1959 was on field consultant work. The second in Glens Falls in 1960 included system staff, system trustees and central library directors. The theme was the role of the central library. In addition, we have begun, as yet only in a limited way, a program for trustees. A total of 20 grants is made to trustees of rural libraries to attend a conference at Columbia University, the ALA trustees meeting at Montreal and this NYLA Conference.

I spoke at the outset, of a new blend, a new fabric of library service, comprised of federal, state and local effort. I have here described one part of the blend. In summary, I believe that the federal funds, although small, have: stimulated planning to meet rural needs; hastened the development of library systems; and deepened the efforts to secure quality service for all readers. These have been both historic and rewarding years.

THE PUBLIC LIBRARY – ONE OF OUR BEST IDEAS

By Charles F. Gosnell *

In his provocative new book, *Guides to Straight Thinking*, Stuart Chase deals with "the logic of everyday living, of common sense, of getting the facts and figuring out what they mean, and how best to deal with them." I should like to suggest a syllogism that I believe has special meaning for our times. It is:

The American public library is the great meeting place of ideas. America is the land of ideas. And one of our best ideas is the American public library.

The library is a vast storehouse of learning, free to all. It is free to use – that is, you don't have to buy a ticket or pay to get in. This is a simple economic fact. It is an efficient community arrangement.

But the library is free in another and greater sense. It is without controls. Nobody is compelled to read anything. Each reader is free to make his own selection – to read what he wants, when he wants, as fast as he wants, as much or as little as he wants. No reader has to wait for a class, for a lecturer, or for a syllabus. I do not mean to deprecate the work of our schools and colleges, but I do want to emphasize the contrast.

The library reader typifies the rugged individual of the intellectual world. He can go ahead on his own. Often the library user is an enrolled student, pursuing a course of reading. I am in favor of that. The library is an indispensable adjunct to the course of study. The average course nowadays requires a good deal of library work. To take a course of study, you may have to use the library. But you are free to use the library without the course. The course requires the library but the library does not require the course.

The library is free in the sense that you can "take it or leave it." Because the library is free in this sense, it must be free from forces that would destroy it. It must not be the instrument of propaganda for a way of life that does not believe in free public libraries. Yet we must remember that we cannot destroy these forces just by ignoring them. We must expose them to light where, like ghosts, they will fade away in the sun.

Thought control is an alien process, totally out of place in the American way of life. The censor's heavy hand must never stop us, as American citizens, from reading books of our own choice. The library may have some books which personally I do not like or which some one of you may not like. But you have a right to the ones you like, and I have a right to the ones I like. I don't have a right to say that you should read only the books I like. Nor can you say that the library can stock only the books you like.

"...book collections must be highly systematized and organized."

But don't treat the library, or its books, like a fire engine, to be used only in emergencies. Think of it rather as a vast reservoir, waiting for you to turn on the faucet. The knowledge is there; all you have to do is to help yourself. But books have an individuality, not found in gallons of water or lumps of coal. When I stoke my furnace, any shovelful of the thousands of lumps will do. But of thousands or even millions of books, only the ones you want or need will do. Thus our book collections must be highly systematized and organized. Every book should be exposed on a shelf, not buried in the bottom of a pile. And books must be in subject order, so that you can compare and choose them easily and quickly. Thus a good library building is simply a good machine for the care and display of books, and for the accommodation of readers.

A book, too, is essentially a mechanical device. It is a convenient way of making, preserving and distributing those little marks called the alphabet in which we put our thoughts. It is traditional to print black letters on white paper – why, I do not know. It is more work for the eye to see and comprehend the white paper around the black letter than it would be to see the white letter against the black background. Black is essentially invisible. If you get enough of it, you cannot see anything. I suppose black on white is just a habit. I prefer white on black, but I see little hope of changing that.

"...a roll of film represents a big pile of daily newspapers...."

The way a book is bound, tied together at one edge, is a great convenience. You can dig in at any page immediately. This is not possible with the ancient scrolls, or long rolls of white paper. To me there is nothing sacred about the physical form of the book as we commonly know it. Certainly we have many beautiful books, made

* Reprinted from *The Bookmark*, December 1956. Gosnell was State Librarian and Assistant Commissioner of Education for Libraries.

by hand or by machine. Books are pleasing in their present form. But when the Preacher wrote "Of making many books there is no end," he was thinking of a different kind. Cicero, who wrote a classic on the love of books, never saw such as we have nowadays. We have learned to put many pictures in books and how to duplicate them accurately and rapidly. We have learned how to make good paper that will last almost indefinitely – although we seldom use such good paper. We have learned to squeeze books down to microscopic size. Some we put on rolls of film called microfilm. This is done photographically, and the usual page occupies less than a square inch. Even a newspaper page can be reduced photographically to such small size. And a roll of film represents a big pile of daily newspapers that will soon crumble into dust.

I like to think of a good moving-picture film as just another form of book. Some of our better and really serious films are certainly handy packages of information, effectively and efficiently presented. The trouble with the use of informational films is indicated by the vocabulary that surrounds them. They are "documentary" or "audio-visual." We think of them as gadgets. No film can be shown unless there is a large and representative audience. In the State Library in Albany there are a number of books about Indians or American history that are worth a hundred dollars apiece because of their age and rarity. Yet we do not hesitate to let a serious reader sit down and read one of these for hours at a time. Many films cost no more, but does anyone know of a library where a single reader can obtain a film to look at by himself?

"The best test of the selection ...made is the rate at which the books are used and wear out."

New, crisp books are nice to have in hand. But most library books are meant to wear out. The best test of the selection the librarians have made is the rate at which the books are used and wear out. If they don't wear out, they will get old and die anyway (with the exception of the classics), for the information they contain will become obsolete. The average best seller is forgotten after a few years, and then nobody wants it.

Statistical studies have shown that the most used books are the newer ones, that half the usefulness of a public library is in books less than 10 to 12 years old. No library can remain static. New books must come in, in a constant stream. And the old ones might just as well be thrown out. Think of the physics and chemistry books of a decade ago, before the atomic bomb! Every year as many as 10 percent of a library's books may become obsolete and out of date. They should be discarded, and the budget should provide for the purchase of new ones to take their place.

This is the age of distribution, and books are no exception. Librarians are constantly seeking more and better ways of distributing books. We must keep our costs down and make our books work harder. Few libraries can afford to buy books that only one reader will ever be likely to use. Such books must be kept available in pools that will serve a number of libraries. We call this integration of libraries in larger units of service. Your library is one of a chain across the State. And back of you is the State Library that I hope you will feel free to call on for out-of-the-way material. Public libraries particularly are pooling their books and services. Chemung county, Clinton and Essex counties, Erie, Monroe with Livingston and Wayne counties, and Schenectady county now have such programs.

I have said much about the form of books, but little about their contents. Let me remind you that books are among the most powerful weapons of war. They do not destroy people and buildings like bombs, but they do shape our minds. Long before dictators begin to drop bombs, they burn books and draw curtains across bookshelves. In your library and in all our libraries, we have copies of some of the books that have been burned. One way to help fight the never-ending war of ideas is to read those books and to tell others about them. We are arming ourselves for the intellectual battles of the present and the future to preserve our way of life. I believe that the clash of ideas is the greatest fight we shall wage in the years to come. Even now we are at it – and the public library will help us to victory.

OVERDUE *

By Hugh M. Flick **

Since we cannot escape history, I would like to remind you of some of the milestones in library development in New York State.

If at first there was an affinity between collections of books and the ministry, it would appear to be but natural, as the religious leaders were missionaries of learning as well as the gospel. By the time of the outbreak of the American Revolution, there were several fine collections of books in New York. But unhappily the fortunes of war led to the destruction of most of these collections.

There had been six respectable libraries in New York City during the colonial period which reflected the importance which had been attached to the availability of good books. Of these six, only the library of Kings College and New York Society Library were revived in the years following the war. Both libraries had been founded in 1754 and both were almost completely destroyed by either pillage or fire. The rebuilding of these two great libraries was both rapid and remarkable. By 1789 the Society Library listed over 3,000 books, and the new Columbia University Library received a gift of 1,000 for the support of its library.

Governor George Clinton, in his first message to the first State Legislature, declared that there was nothing more important than the education of all the people. The Legislature concurred and appointed the first Board of Regents. The principal concern of this new educational body was for higher education and they served, in addition to other duties, as the trustees of Columbia College. A deeper concern, however, lay with the problem of educating all the people. By the turn of the century the foundations for elementary education were established.

"Education has extended the ability to read, but libraries have given substance to literacy."

The history of libraries in the United States is the history of our strength as a nation. Education has extended the ability to read, but libraries have given substance to literacy. The tremendous pressures on education have tended to detract from the overriding contributions of libraries. From the early days of the public school system the need for "a suitable collection of books and maps" was recognized. The establishment of school district libraries for the benefit of students as well as the community at large was urged by Governor DeWitt Clinton and John A. Dix, Superintendent of Public Instruction.

In 1835 a tax of $20 was authorized but few districts took advantage of the opportunity. The receipt in 1836 of federal surplus funds amounting to $4 million supplied the incentive needed to establish the school district libraries. A fund of $55,000 on an annual basis was established to make grants to school districts on a matching basis for the purchase of "suitable books."

As might be suspected, this windfall brought immediate results in almost every one of the more than 10,000 school districts. By 1853 it was reported that there were over 1,600,000 volumes in the district libraries. There is ample testimony to the phenomenal spread of libraries, as well as the effect of such libraries on the people of the State.

"...the district library ...exerted an enlightening, broadening and elevating influence upon society unequaled by any other educational enterprise ever undertaken."

Some years later the contribution of the libraries was neatly summed up by Andrew S. Draper, when he was Superintendent of Public Information. "It is common and grateful testimony of our native adult population that the district library was of priceless advantage to them and that it exerted an enlightening, broadening and elevating influence upon society unequaled by any other educational enterprise ever undertaken."

The status of libraries in New York was unique. In 1850 it was reported that nearly one-half of all the books in the nation were to be found in the libraries of New

* Excerpts from a talk given at the Annual Congress for Librarians at St. John's University, New York, February 22, 1965.

** Reprinted from *The Bookmark*, April 1965. Hugh Flick was Associate Commissioner of Education, The State Education Department, Albany, New York and later Commissioner of Education.

York. There were 8,284 semipublic libraries in the State with resources of over 1,750,000 books. These statistics come from a report by Charles C. Jewett to the Smithsonian Institution in 1850. Mr. Jewett was also responsible for calling the first national conference of librarians which met in New York City in 1853.

The decade preceding this national meeting is replete with glowing reports on the positive effects of the district libraries. Among the established standards were rules which demanded that books purchased should be "useful instruction" and not "mere amusement and frivolity." "Books of an immoral character or tendency were to be rigidly excluded whether in the shape of classics ancient or modern, poetry, fiction or drama."

In 1851 the provision for matching State aid was repealed and school districts were allowed to use a portion of the State aid library money for teachers' salaries and other school expenses. This change in policy marked a decline in both the number of volumes and their use. From a peak in 1853 of 1,604,210 books reported, the number dropped each year in spite of continued State aid, until in 1870 there were only about a million volumes reported.

As the district libraries declined, however, there was developing a new light on the horizon. In 1872 a public library law was enacted and four years later the American public library movement began. The moving force was Melvil Dewey, secretary of the American Library Association, founder of the Library Bureau and the *Library Journal*. He was founder of the first professional Library School at Columbia in 1883. Five years later he was principal speaker at the Regents Convocation in Albany and selected as his subject "Libraries as Related to Educational Work." Within the year he was appointed secretary of the Board of Regents and State Librarian.

The central theme of Dewey's program was the establishment of an official system of home study based on the libraries, the museums, the study and lecture course and encouraged by the colleges and universities. It was the 19th century counterpart of our present proposal for reference and research library resources and the program of adult education.

It should be remembered that the Regents were primarily concerned with the welfare of the institutions of higher education, while the Superintendent of Public Instruction had the responsibility of the elementary and secondary schools. The school district libraries were of course under the general supervision of the Superintendent.

The overwhelming problems of the schools and the lack of central leadership for libraries were causes for the steady decline and neglect of the local library program. Thus, in spite of the controversy between the Regents and the Superintendent of Public Instruction, Draper was receptive to Dewey's plans for the improvement of libraries in general. In 1892 the Legislature adopted the Dewey-Draper plan and passed a law making a sharp division between public libraries under the Regents and school libraries in the schools.

The remains of the old district libraries were consolidated into enlarged public library units, and a new Division of Library Extension was activated to promote library service throughout the State. The State Library became the center of the entire State program.

"The importance and support of libraries seemed assured when the new Education Building was planned around the State Library."

Although Melvil Dewey resigned as State Librarian in 1905, he had stayed long enough, however, to see the enactment of the great Unification Act in 1904 and the consolidation of his dreams for library development. Andrew S. Draper had in the meantime returned to New York State from Illinois and was appointed the first Commissioner of Education under the Unification Act. The importance and support of libraries seemed assured when the new Education Building was planned around the State Library.

This brings the story down to problems of today. Once more New York has pioneered new dimensions of library service and once more, in spite of the vast pressures for support of education, the libraries of the State are taking the lead. It is anticipated that the proposed Governor's Conference on Libraries will identify the needs and provide the support for legislative and budgetary action in the 1966 Legislature.

In the first issue of the *Library Journal*, back in September 1876, Melvil Dewey wrote: "There was a time when libraries were open only at intervals, and visitors came occasionally, as they come sometimes to a deserted castle or to a haunted house. Now many of our libraries are as accessible as our post offices, and the number of new libraries founded has been so great that in an ordinary town, we no longer ask 'Have you a library?' but 'Where is your library?' as we might ask 'Where is your school house or your post office or your church?' " Dewey spoke of the library as sharing with the schools the responsibility for the education of the people, and he wrote: "The school teaches them to read, the library must supply them with the reading which will serve to educate."

Libraries and librarians have a proud history, a remarkable record of achievement, and an exciting future. They are constantly ahead of their time in proposing plans for positive action.

LIBRARY DEVELOPMENT IN NEW YORK STATE A STATEMENT OF PERSPECTIVE AFTER 20 YEARS *

By Jean L. Connor **

Since I am retiring this summer, I have taken for myself the opportunity of making a statement of perspective at this conference. I am making a speech in two parts – I am talking now about what we have accomplished, and I will talk about "The Unfinished Agenda" at the close of the conference.

Those of you who know me well, know that I like to take a quotation from a book and build, in part, a speech around it. The book I have chosen today is one known to you – *The Outermost House*, by Henry Beston. It begins,

> East and ahead of the coast of North America, some thirty miles and more from the inner shores of Massachusetts, there stands in the open Atlantic the last fragment of an ancient and vanished land. For twenty miles this last and outer earth faces the ever hostile ocean...At the foot of this cliff a great ocean beach runs north and south unbroken-....(pages 1-2)

Henry Beston goes on to say that he built himself a house upon the beach, and then he says, "The longer I stayed, the more eager was I to know this coast...presently I made up my mind to remain and try living for a year on Eastham Beach." (pages 10-11). The book, of course, is about that year on the beach. He talks of the seasons and the things that he observes. If I were to write a book, it would probably begin,

> North of the harbor of New York, at the confluence of the Hudson and Mohawk Rivers, there lies the city of Albany, capital of the State of New York...The longer I stayed, the more eager I was to know the State of New York, and presently I made up my mind to remain.

The difference would be that I have been here for 20 years. The observations I make here this morning are of many seasons. Another major difference is that Mr. Beston was alone on that beach, and I have had the pleasure of working with many, indeed most, of you for most of these 20 years.

In this period there have been three assistant commissioners for libraries: Charles Gosnell, S. G. Prentiss, and John Humphry. There have been, preceding me in the first 9 years of my 20-year stint, three other directors: L. Marion Moshier, Irving Verschoor, and S. G. Prentiss. Sharing these experiences in the Division of Library Development are two staff members who have been here during these same years – Jack Spear (associate librarian, Auxiliary Services Section) and Robert Flores (chief, Bureau of Public Library Services). At the system level, Joseph Rounds (director, Buffalo and Erie County Public Library), Harold Hacker (director, Monroe County Library System), Marcus Wright (director, Four County Library System), Florence Harshe (director, Southern Adirondack Library System), and many others have been working with me throughout this period. As I have begun to give word of my retirement, many of you have come up and said, "I think I came 2 years after you did," or "I remember you in Syracuse." Edgar Tompkins (director, Upper Hudson Library Federation), Mary Lester (assistant director, Southern Tier Library System), Andrew Geddes (director, Nassau Library System), Mary Stewart (assistant director, Southern Adirondack Library System), and many more of you have been here some portion of this time, so why don't we review together, not my years, but our years and see what we have accomplished.

PLANNING

First, it has certainly been a period of planning, of creativity, of the ferment of ideas, of a common effort in both the State and the field to develop new programs. I could pick out 10 major studies in this period. Chronologically, the 10 most important studies, usually fostered through the work of a committee, were:

1. *Report of the Commissioner of Education's Committee on Public Library Service.* Judge Bergan was the chairman of this committee which published its report in 1957. So many ideas in this report are still so very good. You will find in it a breakthrough – the concept, for the first time, of an association of libraries forming a system, what we now know as a cooperative library system. It was recommended that we do not rely on the county solely as a method of establishing a system. Central Book Aid first appeared in this report as an idea, as did a theme that will not seem a bit strange to you – the need for more State aid.
2. *Report of the Commissioner's Committee on Reference and Research Library Resources.* This committee, with Richard Lawrence as chairman, published

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* Speech given at the 16th annual conference of public library systems held in Albany, April 3-5, 1974.

** Reprinted from *The Bookmark*, May-June 1974. Ms. Connor was Director, Division of Library Development, New York State Library.

its report in 1961. In this report there was recognition of the fact that there were levels of library service above that which could be met with the typical public library program. The committee recommended a reference and research program at both regional and State levels and recommended that both should develop together and that both should have State funding.

3. *Proceedings of the First Governor's Library Conference.* In 1965, the first and only Governor's Conference on Libraries was held. The proceedings gave us a base on which to seek additional aid and new programs, with a focus on research level service.
4. *Emerging Library Systems.* In 1963-66, this intensive evaluation of our public library systems was made by the Research Unit of the Education Department. Edith Estabrooks was detached as a staff member to assist, and Lowell Martin and others came in from outside the department. Our theme in this research was something we knew by intuition – the need to strengthen our central libraries and the need (and this was expressed here for the first time in a report) for coordinated library service of all types at all levels.
5. *Report of the Commissioner of Education's Committee on Library Development.* Following publication of *Emerging Library Systems*, the Commissioner appointed an outside committee to look at that report and to look at total needs in the State. This was the Commissioner of Education's Committee on Library Development which completed its work in 1970. Harold Hacker was the chairman. One of the central ideas of the committee was library networks. The report included broadened goals and covered all types of libraries. The emphasis was upon cooperation and coordination, including school libraries and institutional library service.
6. *Library Service: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York.* A position paper, No. 8 of a Series. The report of the Commissioner's Committee on Library Development was followed by a response by the Board of Regents in a position paper published in 1970, the first policy statement on libraries by the Board of Regents.
7. *Report of the Advisory Committee on Planning for the Academic Libraries of New York State.* David Kaser was chairman of this committee which published its report last year. This was the first effort of the academic libraries and the research libraries to develop long-range planning from a State level point of view, and in this report problems of access to library resources in institutions of higher education, both private and public, and the coordination of that access to our existing network was one of the central themes. It included a recommendation, stronger perhaps than ever made before, but not entirely new, that there was a need for research capabilities on library service within the State Education Department.
8. *Improving Library Services to the Blind, Partially Sighted, and Physically Handicapped in New York State.* Also published in 1973, this report focused on a particular type of library service – the need for improving library services to the blind, partially sighted, and physically handicapped. S.G. Prentiss served as temporary consultant to the advisory committee which was composed of persons representing blind users and blind agencies. Three principal recommendations which were discussed at last year's systems conference and embodied in proposed legislation this year were to strengthen the two regional libraries for the blind, to develop some decentralization through the public library systems, and to have a program of coordination and public information through the Division of Library Development.
9. *Joint SUNY/SED Task Force on Library Data Centers Progress Report.* Current work of a SUNY/State Education Department Task Force on Library Data Centers, which published a progress report in March of this year, will be discussed tomorrow.
10. Forthcoming report from the Commissioner's Committee on Direct Access. A Commissioner's committee is currently at work on problems of direct access, with Andrew Geddes as chairman, and will publish a report when they reach a conclusion to their deliberations.

These are 10 studies in a 20-year period, but there were so many others, important ones, such as: a Task Force on Library Service to Children with Kenneth Duchac as chairman, studies in service to the disadvantaged, studies in the audiovisual area with Goldstein as consultant, a series of studies on NYSILL and interlibrary loan, a series of studies on centralized processing, a user survey of The New York Public Library, and a 5-year Plan for the Library Services and Construction Act and annual LSCA program statements. These were at the State level, or statewide initiated or participated in, but they had a parallel in regional efforts. Each public library system has a plan; each reference and research system has a plan; every central library has a plan. Some of the key words in the 20-year period which I am summarizing are "library systems," "central libraries," disadvantaged," "outreach," "networks," "3R's," "NYSILL," "automation" – these are words that have become a part of our vocabulary. We were stressing these key concepts: "State aid was necessary for regional cooperative services," "belief in a hierarchical structure of service," "intergovernmental cooperation," and so forth. We attempted geographical cooperation and functional cooperation, with systems of libraries for both regional

and special purposes. These conferences of interchange, these Commissioner's committees, these studies, have been some of the keys, I firmly believe, to the success of this State in library development.

The Regents positions paper #8 on *Library Service* perhaps sums them all up the best:

> ...we believe the central principle for a library program for New York State should be the further development of an integrated network of libraries, with smaller libraries drawing on larger ones, and libraries with specialized functions made accessible through organized patterns of referral. Only through such coordinated services can the people of the State have the benefits which accrue from adequate, convenient access to sources of information, education, and cultural enrichment. (page 8).

FINANCE – STATE

A second way to describe the progress that we have made in this State stems from the same group of papers. There was a recurrent theme, and again I quote from the position paper: "...the State must assume a larger share of the finance of library service...." (page 22). Let me talk about finance. I am stressing the positive side this morning, and in my concluding speech, I will talk of things yet undone. But even as you knock on the doors of legislators, seeking additional State aid, let us, in this moment of perspective, see how far we have come.

In 1954 State aid (and I am rounding out figures) was $2 million; this year it is $24 million – which is something in the neighborhood of a 965 percent gain in 20 years. True, the $2 million only reached part of the State because it was support for systems and systems did not cover the entire State in 1954. Well then, let us look at 5 years ago. In 1969 State aid was $13 million; in 1974 it is $24 million, showing a gain of 79 percent in 5 years.

Factors added to the formula for State aid in the statute have been central library development and a concern for local libraries – Local Sponsor Incentive Aid. Also, we have added major support for The Research Libraries of The New York Public Library.

FINANCE – LOCAL

In the same period, what was happening to local public funds? We have often been asked – and every one of you in the room knows the answer – "Did State aid act as a deterrent to local support?" The answer is "No." In 1954 local public funds totaled $19 million; in 1972, our last statistics, they amounted to $95 million – a gain of 382 percent in 18 years. What has happened in the last 4 years? In 1969 local public support was $71 million; in 1972 it was $95 million – a gain of 33.8 percent. In the same 4-year period, what was the State gain? It was 33.6 percent, almost precisely the same figure. In per capita figures, if we want to look at it in terms of population growth, we have moved in 20 years from $1.47 per capita to $5.21 per capita. Even though these figures do not compensate for cost of living increases, we are attempting more things, we are supporting more units; there is solid growth here.

FINANCE – FEDERAL

Now, at the same time and in the same period, we had our first Federal funding, beginning in 1956. I am emphasizing the State picture this morning, but I would recall to you the great assistance Federal grants have been to us in funding some of the studies I have mentioned and in enabling us to conduct some experimental programs. In the last 5 years, for example, under LSCA Title I, there have been 50 to 100 projects a year in this State; special emphasis has been on and the bulk of our money has gone to service to the disadvantaged.

In construction, in the last 5 years, 13 building grants were awarded and something like 22 buildings were completed. Note that the only money we had apart from local funds for construction was Federal money.

3R'S PROGRAM – STATE AID

In the same period of our public library growth, we initiated the Reference and Research Library Resources (3R's) program. The first funding was in 1966-67, following the work of the Governor's Conference. The State level aspects of this program are characterized primarily, at the moment, by NYSILL, an interlibrary loan program. In the coming year, the cost of this is in the neighborhood of $500,000 for contractual services and communication costs.

The 3R's systems, each of which received $25,000 in its first year, will in this coming year receive $92,000.

OTHER AID PROGRAMS

In the same period, and for the first time, last year $100,000 State aid was voted for institutional library service; also for the first time, $250,000 was voted for the Schomburg Center for Research in Black Culture of The New York Public Library.

The changes in State aid statutes occurred in a few key years: in 1958 there was a major breakthrough, another breakthrough in 1960, and a follow-up in 1961, 1966, and 1973. S. G. Prentiss once wrote a paper on library development in New York State which he captioned "Fits and Starts." In other words, we do not gain an equal amount every year. There have been bad years of just "beating our heads against the wall," and there have been breakthroughs on 3- to 5-year cycles.

In summary, intergovernmental finance has become a reality. We have moved forward on State, county, and lo-

cal levels, while at the same time our first major Federal program has come through with funding.

STRUCTURE FOR SERVICE

I have reviewed with you these 20 years of ideas and change. I have noted the money we have gained; now, how have we used it?

First, we have built a structure for service; I often start talks of this type describing that structure. In 1954 when I came to the Education Department, there were eight systems in the State serving 11 counties, plus the experimental program, the Watertown Regional Library Service Center. These eight systems included Brooklyn, New York, and Queens, which in a way do not count, because these consolidated systems were already organized. Clinton-Essex was the only multi-county system established by county units of government. So, actually, the real "system" ferment had begun to affect Monroe, Erie, Schenectady, Chemung, and Clinton-Essex, plus the State's experimental program in Watertown. When I came to the Division, we were a small staff, I was an inexperienced field worker, and the assignment served up to me was to organize everything south and west of Syracuse. Now we have 22 systems serving 62 counties, and 99.9 percent of the population is served by systems. In 1954 there were only 67 public libraries that belonged to systems; now there are 689.

In the period since 1965, we have developed nine reference and research systems, and they are growing. In the 5-year period just completed, they have increased their membership by 17 percent. Of the total 3R's membership of 406, there are 177 institutions of higher education. If we take those who are members of the public library systems, those who are members of 3R's systems, and even strike out those who are members of both, we come to a figure of about 1,000 institutions in this State that have taken action to participate in a cooperative library program of some sort, perhaps two cooperative library programs, through system membership.

The NYSILL (New York State Interlibrary Loan) contractual program joins the State library agency to a group of research libraries and provides access to those research libraries for all libraries and readers in the State. The State Library serves as the switching center for this interlibrary loan network. This, again, is a part of our structure, an essential and key network developed since 1967.

There are the beginnings, in terms of structure again, of a library service program for correction, linking the State Education Department, the State Department of Correctional Services, the City Department of Corrections, the Division for Youth, public library systems in the State, and county jails. There has been growth in our medical library network, which I cannot here take time to delineate. All are part of the service structure.

"We...improved the planning structure... [Regents Advisory Council on Libraries] now meets regularly...."

We also, I think, have improved the planning structure. At the beginning of this period, there was on the books (but it was inactive) a Regents Advisory Council on Libraries. It now meets regularly; it has an elected chairman, Laurence Hill. The council used to focus solely on the State Library and public libraries; now it is concerned with all types of libraries. This council provides assistance to the State agency staff in its planning and programming.

Other groups advising us are the Certification Committee, the LSCA Advisory Committee, and ad hoc groups such as that which assisted us in planning the union list of serials.

At the regional level, the structure for planning also is operating in a way that it was not before 1954. The system boards of trustees, a wonderful resource, including many lay people, assist us.

In summary, the structure is one of the strengths of library service in New York State. The building blocks are there. The network design is clear. We have moved from the drafting board to operation. What have these plans, dollars, and structure meant to the people?

RESOURCES AND STAFF

Let me talk a moment on resources and staff. More people in the State now have access to a library than ever before. Twenty years ago, there was 10 percent of the population without any library service at all. This has dwindled to a very small percentage – one-tenth of one percent or less. The actual number of public libraries you often do not think of as increasing (it certainly has not been an emphasis of ours), but it has increased. We have had growth on Long Island, around Rochester, in Rockland County, and elsewhere that has necessitated new libraries. The number of public libraries (exclusive of branches) has increased from 616 libraries to 704 – a 14 percent growth. The number of bookmobiles in 1954 was seven; in 1972 it was 62 – a growth of 786 percent. So after 20 years, there are more outlets, but more than that, those outlets are links for a reader to resources that are wider and deeper, because each of these libraries is linked to a central library, a system, the State Library, and the NYSILL network.

We had a pamphlet that we distributed in the early days of system development, with a palm tree on the center and a little island. The caption was "Is your Library an Island?" Libraries are not islands anymore.

"...collections have improved and been updated."

Holdings of public libraries have increased. There were 22.5 million volumes in 1954 in the public libraries of our State. In 1972, there were 59.5 million volumes – a growth of 163 percent. And this is even a bigger gain if we realize that those old statistics included the unweeded collections of hundreds of rural libraries. The quality of those libraries is very, very different now. Their collections have improved and been updated. Now readers also have central libraries with major collections for walk-in access, as well as interlibrary loan.

Library use as measured by circulation has increased. Circulation statistics have gone out of style, but I am going to use them. In 1954, circulation of public libraries in New York State was 55.5 million. In 1972, circulation was 81.8 million – a gain of 47 percent in 18 years. And other indices will show us other kinds of use, such as reference and interlibrary loan. For example, NYSILL is still growing despite budgetary restrictions. We have tried to keep the lid on so the cost would remain the same, but use has gone up 26 percent in 4 years (from 1969-70 to 1972-73) until an estimated total of 160,000 volumes are loaned annually in the largest state library network of research level libraries in the country, a network supported by computer and communications technology.

Readers not only have access to more books but to more librarians. The number of professional librarians in public library service in the State has grown 61 percent in 18 years – from 1,822 in 1954 to 2,937 in 1972. Included in this is a new breed of librarians, and you are it – system directors and system staff, people who have an overview, who are coordinating a variety of services in a variety of institutions to achieve improved service to readers. In the same period, library nonprofessional support staff has increased by 89 percent – from 3,549 in 1954 to 65,709 in 1972.

Apart from our basic and traditional services of information, reference, and interlibrary loan, I have been struck by new programs introduced such as the books-by-mail catalog, service to inmates of correctional institutions, community coordinator programs, mobile vans, programs centering on the adult independent learner, film programs, framed art loan programs, and cooperation with cultural agencies. At either end of the spectrum, whichever way you measure it – whether it is service to the disadvantaged, or at the other end, research library service – we have been growing.

CONCLUSION

In conclusion, I would like to quote from the Legislative Commission on Expenditure Review program audit on *State Aid to Libraries*, which is a report to be issued soon on our State-aided program. Their intent largely in this report, I think, was to catch us if they could, to see whether we were doing well by all these State monies. There is much in the report, I suspect, that we may disagree with; but, nonetheless, the report begins:

> New York State has spent over $220 million to develop and improve library resources and services statewide since 1950. As a result, the State has achieved integration and comprehensive regionalization of services through 22 public library systems, an accomplishment not yet matched by any other state.

These then are some of the things that I have seen, and you have seen on the beach of Eastham. It is very easy to overestimate what we can accomplish in a year or two, and we grow disheartened. But on the other side, it has been said it is easy to underestimate what can be accomplished in a decade. So, let us hold fast to our accomplishments, tackle during this conference some of the things that we still need to work on, and then let each of us make his own list, during the conference, of his unfinished agenda.

THE UNFINISHED AGENDA

Yesterday, we talked abut what we have accomplished together, not what the Division of Library Development has done, certainly not what I have done, but what all of us have done together over the past 20 years – and I grouped the talk into sections on planning, finance, program, structure, and resources. Today I want to close with an "Unfinished Agenda," a few ideas, and again certainly not my own ideas but what many of us have said, and put them together into a statement of what might be in the years to come. My crystal ball does not take me 20 years, but perhaps 5 years, perhaps a bit more. If it seems a large agenda, I recall to you what I said in the opening speech. We tend to overestimate what we can do in 1 year, but underestimate what we can do in a decade, so be not discouraged.

PLANNING

In the area of planning, as I looked back at the reports – the Commissioner's Committee on Library Development Report, the 1957 Commissioner's Committee on Public Library Service Report, and others – I kept finding so many good ideas still there; we have good plans still to be brought to fulfillment. It seems to me there are two areas where we do need additional and intensive planning. One is in the institutional field, so that we can make clear our hopes and our program, not only in correctional services, but for those in hospitals and other types of institutions as well. We probably need something between covers on institutional service in the

same way that we now have a report and recommendations on library service to the blind.

Another area of planning that is on our unfinished agenda is the public library system's relatedness to the further development of school library service – particularly patterns of referral for needs not met at the secondary school level. We need studies and pilot projects in the design of networks, which would integrate secondary school library service into the total library picture.

State funds are needed, I believe, on a continuing basis for library research and evaluation, to be conducted at the State level. For example, we need user studies to assist us in evaluation of our public library systems. We need studies in the academic library field on costs and procedures for providing library service beyond an institution's own clientele. If New York State's program is to advance, the work of advisory committees must be supported by organized research on critical issues in library development, and such research should be financed from public funds.

STRUCTURE

What can I say about structure? There are many issues of relationships within the structure of service that we have built. The structure appears to need further definition; we are always being pressed for greater precision. These are relationships which are critical: the relationship of systems and central libraries; the relationship of public library systems to the emerging school library network; the relationship of 3R's systems and public library systems; the relationship of a State to a national automation program; the relationship of our State to emerging Federal networks; and so forth. Not only do we need to be more precise, we need, probably to be a great deal more creative than we are. The answers are not all in. You define a thing when you understand it; we do not have all the answers yet, and part of our work must obviously be to go on. Also, we must have an ability, as Commissioner Nyquist once said, to tolerate some ambiguity in the relationships and still move ahead. In any matter of relationships, we need a climate of good will. I do not see that we need a whole new structure. Rather, we need a greater perception of our need for one another and a willingness to pursue our common goals regardless of the structure which we have in 1974.

STAFF AND RESOURCES

What do I see about staff and resources? We still have a need for programs of continuing education for librarians. These programs should be undertaken on a planned basis in conjunction with schools of library service, other institutions of higher education, and the library systems so as to insure a well-trained supply of librarians to support the highest standards of library service, to develop our network programs, and to make full use of current education technology. Drawing together a regional plan for training to serve the adult independent learner, as we are currently doing, is only one example of the training that must be undertaken across system lines. We need still further development of training programs on a intersystem basis for community librarians. Under "staff" I am emphasizing training. I would also, of course, emphasize the need for greater numbers of staff. From my vantage point I recognize clearly that you need help, and that the State library agency needs more field staff for these growing programs.

"...need greater cooperative collection development at the research level."

I noted to you earlier a growth in resources. I would stress two things. First, I believe in the future we need greater cooperative collection development at the research level. This should be related to NYSILL, interinstitutional curriculum developments, and the existing strengths of the State Library and our major libraries in the State. Second, I would emphasize, as you would, that we need to build in this State more comprehensive collections of nonbook materials, including films, cassettes, and records.

The program, including as it does a major emphasis on interlibrary loan, should grow to accommodate, within the next 5 years, at least 50 percent growth in NYSILL. NYSILL needs to be supplemented not only by the online access to library data centers, but I hope by a statewide delivery service and by union finding lists of various kinds as well. As the statewide network develops, regional interlibrary loan programs should be strengthened along the lines that public library systems are now developing in conjunction with the 3R's systems under LSCA III, so that we make full and appropriate use of local resources in libraries of all types prior to access to the statewide network.

PROGRAM

I would hope, also, that the next 5 years will show a strengthening of our outreach to special reader groups. The library should be further strengthened and assisted through innovative pilot programs, leadership training, and other means to focus on the needs of certain special reader groups including, as we discussed yesterday, the independent learner, the disadvantaged, and the aged. We need a special program of service to Indians. We have never given all the consideration I would like to see given to the migrant worker. Let us work at both ends of

the yardstick – the research worker at one end and the disadvantaged at the other.

FINANCE

Now for some comments on finance and legislation that these programs will require. The program of providing library service to persons confined in institutions will require more State aid. I was struck the other night in the preconference session by what the $100,000 grant for service to correctional institutions has accomplished in less than 1 year. We have a $24,500,000 State aid program for public library service in this State, but this $100,000 was needed to get us into the county jails. We must care enough to put our resources where they are needed. We must care enough to back a program of library service for the blind, partially sighted, and those handicapped in other ways. The proposed program for service to the blind would provide aid to the public library systems, to New York State's two regional libraries for the blind, and to the Division of Library Development for a statewide interpretive and liaison program.

The reference and research program for which we have worked since 1961 is needed. If we are to have academic excellence, we must have good academic libraries. If we are to have strong industry in this State, we need strong research libraries. State aid by legislative formula is still on our unfinished agenda, so that the reference and research program in both its regional and statewide aspects may move ahead.

Now for public library service – I go back to the Regents Position Paper on *Library Service* and its statement on finance and give you my own perspective. Because I believe that there is a diminishing ability of the property tax to provide adequate revenue for local governmental services, because I believe that the State has the responsibility philosophically for providing educational opportunities for all, and because I see the library as an essential and inherent part of education, I propose (just me) that the State's share in the support of public library service should be increased over the next 5 years to 50 percent of all public tax support for public library service. As a matter of fact, the percentage State aid is of public tax support has shown a drop between 1967 and 1972. State aid was 25 percent of the amount of public tax support in 1967 and only 19 percent in 1972. Because of the change in formula in 1973, it is probable that this percentage may show an increase in 1973. The factors in the present formula should be increased, and the balance should be adjusted so as to benefit public library systems and their central libraries, The Research Libraries of The New York Public Library, and major local libraries, so as to be equitable within each system and in all parts of the State. In addition to the present factors in the formula, new formula factors should be added as a part of the above 50 percent State share goal. There should probably be an equalization factor and probably a factor to enable systems to compensate those member libraries that serve readers from a wide area and carry a disproportionate load of district use. We are talking here of about an additional $15 million to be phased in over a 5-year period. We have unmet needs for construction. State aid for construction for system headquarters buildings probably should be at one-half of the cost. State aid for local public library buildings probably should be at a minimum of one-third of the cost. Central libraries should be more adequately compensated for their key role in the achievement of system goals.

"We need trustees and... lay citizens to speak up on behalf of libraries...."

There are fiscal needs also for the State Library: for the automation efforts, for the staffing that we recognize that we need. Now, with these large legislative and fiscal goals (even recognizing that this is not a 1-year, but a 5-year, perhaps a decade, picture), I would express my belief that such a program cannot be achieved by the persons in this room alone, nor by the directors of the member libraries which you represent. We need trustees and we need lay citizens to speak up on behalf of libraries, and that support must be organized if we are to achieve the fiscal and legislative and program goals which we hold in common.

CONCLUSION

I would ask all of us to search our own philosophy of service. Do we regard our existence or being as systems as more valuable than becoming? Can we move from thinking of "federated," "cooperative," "consolidated," "public," "3R's" systems – always one of those words in front of a system – to using another word in front of the system, and that is "open" systems. Open systems meaning open to new ideas; open to new programs; open, yes, to new leadership. The task of library development is not completed.

I go back to Henry Beston and *The Outermost House* – the quote I opened with. He spent a year upon that beach, if you will recall, and I have spent 20 years upon this beach. He said, "During the months that have passed since that September morning some have asked me what understanding of Nature one shapes from so strange a year?"; he replies,

> I would answer that one's first appreciation is a sense that the creation is still going on, that

the creative forces are as great and as active to-day as they have ever been, and that to-morrow's morning will be as heroic as any of the world. Creation is here and now. (page 220)

After 20 years that is what I feel, too: the sense of creativity, the potential of "tomorrow's morning."

I express my appreciation to all of you for your work and support over the years past and wish you well in the years ahead.

"THE LIBRARY IN THE UNIVERSITY OF THE STATE OF NEW YORK" *

By Joseph F. Shubert **

I welcome this opportunity to talk with you about some of the strengths, the challenges, and the joint responsibilities with which we in New York State will work in the months to come. As all of you are aware, I am no expert on New York State, and I speak of library programs and services in the Empire State primarily as a new comer, although I am proud to acknowledge growing up not far from here and recall well my first contacts with the Buffalo and Erie County Public Library.

My preparation for this meeting, and for the responsibility which I undertook last month includes an assessment of some of the strengths and challenges of library service in the Empire State – and a re-examination of the responsibilities we share.

Eight weeks ago my use of "The Library in The University of the State of New York" as the title for this talk would have been presumptuous. It is in the last few weeks that I have become reacquainted with the concept of the "University of the State of New York." Some of you have attended the regional meetings held these past few weeks in Rochester, Buffalo, Long Island and Albany at which Regents and the Commissioner of Education along with representatives of schools, colleges, libraries, museums and the professions have examined possibilities for collaboration among the units of the University. Reiteration of the Commissioner's priorities for education in meetings over the past few weeks has brought perspective to an awareness developed over the years of the priority the New York State Legislature has given the funding of libraries – a priority borne out by the study of the *Effectiveness of Federal Funding of Public Libraries*, recently released by the National Commission on Libraries and Information Science. New York's system of education as established in the Constitution, laws, and practice, encompasses the whole spectrum of learning, whether this learning is provided by schools, colleges, museums, libraries, historical societies, or public television stations – without exclusionary distinctions between education under public auspices and private auspices – and because of this we librarians are presented with an unparalleled opportunity for development and growth of our services.

"...working together through systems to serve the people..."

As The University of the State of New York includes diverse institutions, and as it lodges educational decision making at a number of levels, so too are libraries of New York State diverse and decentralized. Perhaps the libraries of New York State exemplify better than any other type of educational institution the possibilities for a statewide system central to the educational, economic, and social development of the State. Libraries are perhaps more numerous than any other unit of the University. For each university and college, and most schools have their libraries; and in addition there are the some 700 public libraries and some 2,000 special libraries – most of them working together through systems to serve the people of their communities. Particularly through the Reference and Research Councils, the privately supported and publicly supported libraries interact, share resources, and provide to all citizens of the State access to essential library services.

This system, this opportunity for cooperation is the first of four strengths which I, as a newcomer to New York State recognize.

The second is the excellence of libraries in New York State. The third is the State's leadership in library service and in innovation. And the fourth is the present stage of systems development – which serves as an inspiration and a model for many states.

For each of these strengths, there is a challenge or an opportunity to accomplish more in the way of services. Let me suggest five challenges facing us as we look forward to library service in the 1980's in New York State.

1. We must demonstrate to the taxpayers and to the public officials who make determinations on the use of tax dollars the critical importance of libraries. Those of us who read the Urban Libraries Council study on state aid to public libraries were intrigued with the section analyzing the "fiscal blood pressure" of the states. In this chart 50 states are classed in quadrants reflecting the state's taxing capacity and the use of that capacity. New York State and Ohio, not surprisingly, were in opposite quadrants. Ohio is a low-tax state, and public services are not available in the same breadth and depth as here. In the past few weeks I have heard time and time

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* This address was delivered to the New York Library Association, at the Joint Conferences, The New York and Ontario Library Associations in Niagara Falls, New York, November 17, 1977. The address was originally published in *NYLA Bulletin*, December 1977 in its entirety and is excerpted here by permission.

** Mr. Shubert became State Librarian and Assistant Commissioner for Libraries in October 1977.

again the theme "within existing resources" and we are all aware of the fragile balance between taxation and economic recovery.

It seems to me that we must demonstrate the relationship between library and information service on the one hand, and the economic health of the state on the other hand. Participants in the 1978 Governor's Conference on Libraries must examine the ways in which information and library capacity for delivering that information are critical to the support of a sound economic base. We may begin with simple "for instances" on the ways in which library services are important to corporate decision makers who appraise community services as one part of the decision on industry relocation and development – but ultimately our job is to point out the need for libraries in New York State's post-industrial, information-based society: we must relate the availability of information to the economic health of New York State.

2. We must use automation in such a way that it increases access to resources and services, facilitates use, and helps us deal with costs. Given the fiscal realities we face – and the long-range needs we must address – we have a responsibility for interpreting these objectives to the public and to the decision makers, and for seeing that technology is used as a kind of capital investment which will yield both immediate and long term dividends.

3. We must adjust services and create the flexibility required to make the library more useful to new audiences. I think this must be done with perspective, not only of libraries and other public service institutions – but also with a perspective of private sector services. For instance, as we evaluate user patterns of public libraries, how do these data compare with demographic data on clientele of department stores? How can this perspective help us analyze services, operations, and clientele patterns – and set realistic objectives for reaching new audiences? How can market segmentation help us serve more children, older readers, handicapped persons and people in institutions?

4. We must develop the kinds of continuing education of library staff needed to serve readers, anticipate needs, manage limited resources, utilize new tools, and adjust to new situations. Fuller use of nonprint formats, utilization of on line search techniques, the implications of the new copyright statute, and development of management skills are areas you have cited to me as concerns for continuing education. The State Library and its membership in the national Continuing Library Education Network and Exchange is ready to work with NYLA, the library schools, and with library systems in addressing continuing education needs.

5. We must nourish the partnership between the State Library and other libraries – and between the State Library as a government agency and the NYLA and the Association of Library Boards as voluntary associations. Let me speak primarily to the latter point while emphasizing the absolute necessity of nurturing a mature relationship between the State Library on the one hand and academic, institution, public, school and special libraries on the other hand.

"...an opportunity to build on our accomplishments...and take advantage of new openings...."

The State Library and the associations share some common concerns; they can work together in discrete but collaborative roles. I sense in the Board of Regents and in the Education Department a real interest and concern for library services. Library services are one of the specific priorities set by the Commissioner of Education. With Gordon Ambach as the new Commissioner of Education we have an opportunity for new alliances – we have an opportunity for new openness and cooperation with other agencies. We recognize the advantages of pluralism, of interdependence, and shared responsibility. All of us – we at the State Library, and librarians, educators and trustees throughout New York State have an opportunity to build on our accomplishments to date and take advantage of new openings for making library service an integral part of an education system which is changing to accommodate the need for life long learning. This education system must recognize the unique capacity of the public library to serve people long beyond the first 12, 16 or 20 years of formal education.

For the first time the Board of Regents legislative program for libraries is detailed in a fact book prepared expressly for this Conference. You will recognize it, I am sure, as a less-than-polished presentation. Your comments and questions in the next few weeks will help us prepare a more useful explanation. The substance of the proposal, of course, is the more important consideration. I believe it responsive to the discussion in 1977 and to the needs of 1978.

It requests $9 million in additional aid for public library systems in the next fiscal year. Of this, $6 million is for increased local sponsor incentive aid to assist in support of services at the community level – it recognizes the particular need of the urban public libraries – and it increases library system aid and the central library aid.

It requests statutory authority for Reference and Research Library Resources Councils and establishes their funding at a more appropriate level.

It recognizes the important role of school library media centers and assists them in utilizing BOCES or the Big Five city school districts as the basis of systems which can function as full partners with public, academic, and special libraries in network sharing. And it provides the mechanism and funds needed for multitype library system development on a regional basis.

I am sure each of us can see ways in which other or further change might be encouraged or financed. I look forward to discussing this in detail with the NYLA Legislative Committee Saturday and with any NYLA member or library trustee at any time. In 1978 we have an important legislative, election, and conference year. We have an opportunity to pull together to get the resources needed for services needed by people in our communities.

Let me close by identifying five principles which I believe important to the operation of the State Library – they are, in a sense, my resolutions as I undertake the responsibility of State Librarian and Assistant Commissioner:

1. Do not be afraid to answer a question with a question – but make sure that the question seeks information and establishes perspective.
2. Seek perspective – try to understand the context for decisions, assess the background and reasoning before making judgments.
3. Remember that institutions exist to serve people and need to change as people's needs change.
4. Look for opportunities, assume good will, and remember that if we do not speak for libraries and library services, others will not. We – and the users of our libraries – need the support of other people and other agencies. Often we can strengthen our services and capacities through alliances with their priorities and their programs.
5. Different roles and responsibilities do not preclude cooperation – we may differ but there are critical times when we must set aside differences and pull together. Realistic compromise is the basis of a sound working relationship, and it can be used without sacrifice of principle.

These, then, are my guiding principles. I appreciate the warm welcome you have extended to me – and I look forward to working with you.

THE FUTURE OF PUBLIC LIBRARY SYSTEMS: A VIEW FROM THE TENTH FLOOR *

By Roberta G. Cade, Director,
Division of Library Development,
New York State Library

The invitation from the Public Library System Directors Organization asking me to speak on the future role of public library systems in New York State in May 1986 probably was indicative of a number of things. One, that I had been at the State Library almost exactly 2.5 years, raising the possibility that my thoughts on public library systems might have changed since the time when I was completing nearly 15 years in system work. The view *is* different from the tenth floor.

The year 2000 is only 14 years ahead from 1986. I don't know what your age will be then, but I do know what mine will be and I am giving much thought to what and how I want my life to be at that time. We all need to be thinking of where we would like to see public library systems in the year 2000 because what we do now is going to strongly influence, if not determine, the future role of public library systems in New York State.

I will review briefly the history of systems development and my thoughts on how the role of the public library systems has changed over the years. I will also outline what I think the coming years will bring.

First, public library systems in New York State have been a success. Their governance structure and the services they provide to both member libraries and the public have been models for the nation's public libraries since their inception. Yet with this great success has come a myriad of problems.

Inherent in the law and regulations governing public library systems is the concept that each public library system is essentially free, within very broad guidelines, to establish whatever services the trustees and members feel are most needed. The cooperative public library system is a creature of the member libraries and exists mainly to serve them. This "local autonomy" feature of New York's public library systems is both their greatest strength and their greatest weakness.

Success of the systems has bred stronger public libraries. The public library system can wield a tremendous amount of power and influence with member libraries in a variety of ways.

BRIEF OVERVIEW OF HISTORY OF SYSTEMS DEVELOPMENT

In the past 40 years, American society has experienced a rapid acceleration in the rate of change. Public library systems are a product of that change. Establishment of public library systems in the late 1950s coincides with a turning point in history – the launching of Sputnik. The impact of the creation of public library systems, like the impact of the Sputnik launching, is seen most clearly from the historical perspective. Just as Sputnik precipitated the creation of a global communications network, the public library systems in New York State have served as the stimulus for the creation of regional and school library system library service networks.

The story of the development of public library systems in New York State begins in the 1940s when librarians, education officials and others realized that some form of larger unit would be essential to any appreciable improvement in library services. I will not go into great detail describing the initial development of systems; however, I would like to review some of the history immediately preceding the State Legislature's adoption of most of the proposals of the Commissioner of Education Committee on Public Library Services in 1958.

In 1956, there were 8 library systems in the State involving 13 counties plus the Watertown Regional Service Center. The vast majority of large and small local public libraries were isolated units with inadequate support, materials and staff. Thirty years later there are 22 systems, which include all 62 countries and serve over 99 percent of the State's area and people. Only 3 of the State's 727 chartered public libraries are not members of public library systems.

"...public library system structure was...a turning point in the State's library history."

The development of the public library system structure was a major accomplishment and certainly a turning point in the State's library history. The public library system structure provided an effective mechanism for State support of public library service. It

* This paper is based on a talk given at the Public Library Systems Directors Organization Conference in Lake Placid on May 2, 1986. Carol Ann Desch, Assistant in Library Services, was helpful in preparing the original speech.

has now become the right of every person in the State to access, through his or her own local library, the entire network of library resources which are linked together by the public library systems, the reference and research library resources systems and the newly established school library systems.

As the public library systems developed in the 1950s and 1960s, their purpose for existence was linked to a common vision. Public library systems were created to improve the resources available to the local public library and thus to the users of those public libraries. Strategies the systems used to improve resources included:

- rotating collections and systems book pools
- assisting local library staff in book selection and weeding
- strengthening the central library in each system to assure a minimum collection of predictable depth in each system
- providing access to films and records and equipment too expensive for local libraries to purchase
- using bookmobiles and reading centers to extend services to communities too small to support libraries
- providing centralized book processing both to relieve local staff from technical services duties and to generate useful tools to locate materials outside local collections
- providing in-service training through workshops, on-site consultation, demonstrations and printed aids to improve library staff skills

All these measures were used to improve access, collections and staff performance, and they resulted in an improvement in the quantity and quality of public library services available to the people of the State. Public library systems not only had to provide these services, but also to make their services attractive to member libraries in order to insure survival of the system concept.

The 1967 publication *Emerging Library Systems* stated, regarding public library systems, "The extent to which the member libraries actively participate in and influence system policy is one of the most widely varying characteristics...it is safe to say that if the choice were to be made by some of the local libraries, they would without hesitation elect to divide up the State aid and hand it all out to the members in cash."

Certainly every public library system director would agree such a use of State aid would not come close to providing the kinds of services and benefits that are available to local library users today because of public library systems.

CHANGES OVER THE YEARS

The authors of *Emerging Library Systems* also predicted that library use would double or more by 1985 and that active library users would increase by 69 percent. In truth, total circulation for public libraries has increased only 57 percent from 1957 through 1984. The State's population increased 33 percent during that time period.

In 1957 there were 643 public libraries in New York State, while in 1985 we have 727 public libraries, excluding branches and other outlets. Total library holdings have increased well over 258.4 percent in that time period. State aid has increased over 1,881.5 percent and local aid over 903.1 percent.

These statistics bring to mind several questions. Has it all been worth it? Have public library systems truly helped to make the local library and library materials more accessible to its users? What changes over the past 30 years have shaped the public library systems and their services as they exist today? Are the public library systems facing the year 2000 with a common vision? And what should or could that vision be?

MOVE TOWARDS REGIONALISM AND COOPERATION

The publication *Public Library Service*, which was produced by the American Library Association in 1956, said, "[T]he ultimate aim of all public library activities is service to the people." I believe this is still the goal of both the public library systems and the Regents. The target of our public library services is not just today's library user, however. The target is all of the citizens of the State. We all have a responsibility to ensure that public libraries are providing the kinds of materials and services that individuals need and that the libraries are delivering these services in the most efficient and timely ways possible.

Public library systems have worked towards fulfilling this aim or goal over the past 40 years. Yet, the world around us is constantly changing, and systems should be constantly examining the strategies and techniques they use to be sure they are still effective.

In 1981 the Commissioner's Committee on Statewide Library Development made many far reaching recommendations for the future of libraries, library systems and networks in New York State. The resulting report, *Meeting Information Needs of the 80's*, has served as one of many planning documents which the Regents and the State Library use to guide future development of libraries and library systems. One of the recommendations of the 1981 report was the creation of nine regional multitype library organizations or REMLOS from existing systems, incorporating all the functions of the present reference and research library resource systems and the pilot regional networks for intersystem cooperation. The multitype library organizations would have been assigned responsibility for encouraging, facilitating and coordinating such activities as: interlibrary

loans among all types of libraries and systems; cooperative regional resources development; bibliographic control programs and production of local lists; shared computer services; shared delivery services; continuing education for the staffs of member libraries to supplement staff training within each library; improved communication among all types of libraries within the region and with the State Library; formulation of recommendations on funding, policy and service programs within the region; and adherence to State standards, policies and codes.

This recommendation raised the hackles of many librarians and many public library system personnel. The Regents, the State Library and the Legislature were sent a strong message, "[T]here is no need for such a regional governance structure for libraries within the State...we already have a sufficient number of network type organizations to meet the needs of our libraries and our users." The overarching sentiment was that the already existing library system structures were more than capable of handling any regional cooperative activities which needed to be carried out in the future.

In the past two years one such regional activity, the formation of regional databases, has provided an unique opportunity to test this sentiment. The regional database and interlibrary resources sharing legislation required regional cooperation on the part of the reference and research library resource system and the public library systems within each of the nine regions of the State. The opportunity for all of the system boards and the system directors to engage in joint regional planning activities and the requirement that all agree on a final plan appeared to create a myriad of problems and conflicts in some regions. Many of the system directors (both of the public and the reference and research library resource systems) have indicated that the legislative and regulative structure of the regional database program has been divisive.

"...speak increasingly now in terms of 'regional activities.'...also of cooperative legislative activities...."

The State Library, the Regents and the Legislature speak increasingly now in terms of "regional activities." We are no longer even speaking just of cooperative regional activities among different types of library organizations, but also of cooperative legislative activities which might encompass a variety of cultural and educational institutions. If the public library systems, the reference and research library resources systems and the new school library systems cannot cooperate among themselves at the regional level, how will they in turn be able to work with other types of agencies on such regional cooperative projects?

Accountability for the expenditure of national, State and local funds has become increasingly important in the past decade and will remain so in the future. We will all be asked to increase our sharing of resources to make the best use of the limited funds available to libraries throughout the State. We are already being asked, and will continue to be asked, to use new technologies to increase our resource sharing capabilities. Many of the activities the systems will be asked to undertake in the coming years will depend increasingly on the sharing of resources at the regional level.

What will public library systems need to do in order to continue to meet a goal which was espoused in *A Primer of Public Library Systems in New York State*, "to strengthen the services and enrich the resources of local libraries," in the light of this rapid push towards regional activities? Each public library system must continually work to provide the type of flexible structure within which continuing cooperation can take place. This no longer means just continuing cooperation within the public library system service area or with other public library systems. It means cooperating with other types of libraries and organizations in the region within which the libraries of that public library system exist.

The board, administrator and staff of each public library system should examine the mission of the system. Change is occurring so rapidly in American society that there is no time to react; instead we must now anticipate the future. The State Library conducted a study this past year to examine the interlibrary loan system within the State. The recommendations made as a result of the study are indicative of the kinds of changes our society is experiencing. One trend in particular which comes to my mind is the move away from centralized and hierarchical structures to a decentralized approach to solving problems and providing services.

As technology improves electronic communication, we become increasingly a part of an economy and a society which is global, not national. Society is becoming decentralized as people and businesses move from urban areas to the suburbs, small towns and rural areas. Some 95 million Americans, 42 percent of the population, now live in rural areas or small towns. This decentralization has afforded an opportunity for people to tackle problems and create change at the local level.

Decentralization of our society has also prompted a self-help movement and has encouraged the building of supportive networks at the local level. In addition to an increase in self-reliance, people are faced with more lifestyle options in our society than they have ever before experienced. Our choices as individuals, as librarians,

as parents and as consumers have been expanded far beyond what could even have been envisioned 20 or 30 years ago.

What have the small member libraries in your system to offer the sophisticated individual who has migrated outward from the city to a small town? What services does your public library system provide for member libraries to help them meet the needs of more sophisticated users who are used to the array of cultural and educational resources they had available to them in an urban area? Are your member libraries able and ready to help their users obtain the knowledge and information they need to make intelligent choices from the array of opportunities modern life presents?

"...local libraries and...systems [must] keep on top of the changing needs of their communities and new technology."

The kinds of information and services that technology makes easily available to individuals, regardless of geographic location, are what libraries and library systems will need to be able to use and provide in the future. Using new technologies and thinking differently about ways to offer needed services will undoubtedly require change. Libraries, like people, find it difficult to change, mainly because people run libraries. We certainly can't prevent change; local libraries and the public library systems that serve them will certainly be bypassed unless they can keep on top of the changing needs of their communities and new technology.

How do we change when we so very often feel locked into the old ways of doing things because of our prior investments in people, equipment and procedures?

The public library systems have a strong role to play as a catalyst for change. Every effort must be made to anticipate forthcoming changes. Public library systems must maintain a close communication link with local libraries and with other types of library systems within their region. They must be the conduit to help both member libraries and the region as a whole to begin to anticipate new services or new ways of delivering traditional services which will help public libraries maintain their role as a viable community institution.

Rather than focusing solely on what public library systems are now or what they were in the past, we must also have a clear vision of what we want public library systems to be in the future. You must carefully examine your purpose for existence and attempt to gain a clear image of your mission, of what you want to achieve.

How have the member libraries or neighborhood branches in your system changed in the past 20 or 30 years? Have they seen growth in their collections, their staff size, the number of services they offer and, most important, their local support? Are the libraries in your system meeting the needs of the people who reside in their communities? What kinds of improvements in physical facilities have taken place? How many of your libraries are automated? In cases where this growth has not occurred, are you aware of the reasons why? Do you believe the public library system has fostered these changes? Do you have the statistics and the data to show that the system has made a difference? Do you think these changes would have happened anyway? Do you know today what services you will be offering your member libraries in five years? in ten years?

It is important that your vision be a shared vision, shared not only among the system board members and staff, but also shared with member libraries and with the reference and research library resource systems and the school library systems in your region.

Each system must identify its unique role, its strengths and what special contributions it can make within the regional cooperative effort. Public library systems must take hold of the opportunity to work together to plan and provide the kinds of regional services which could not be afforded or offered by one system alone. I am afraid that if public library systems do not willingly strive and plan for this type of cooperation, one day they may find it forced upon them.

Library users are usually not even aware of the kinds of system and regional activities which undergird the services they receive from their local library. All library users are aware of is whether they could get what they wanted or they could not. We must be the advocate for our users. We must identify the barriers they face and offer access to materials and professional help. We are the key to opening the door to knowledge, pleasure and self-development for each individual who crosses the library threshold, who calls the reference desk or who dials into the library's online catalog with a home computer.

RETHINKING ROLES

A definition of common purpose can provide public library systems with a clarity that remains even through the confusion which is natural to the first stages of change. If you want to change, if you want to move member libraries in a new direction, you must share a sense of direction. The process of rethinking the library system's role in today's constantly changing world is an ongoing process. This rethinking of mission or purpose is a process which occurs inside an institution, but it also requires a keen understanding and knowledge of what is happening outside the institution.

One example of this is the problem of illiteracy in our communities in New York State. There are, as you know, almost 3 million people in this State who lack basic reading skills. The potential impact of this tragedy on our society, the quality of our lives and our safety each day is overwhelming. The impact of this affliction on the present and future of our libraries is not too difficult to assess. The continuing decline in reading skills and the ever present competition from the entertainment media will certainly have an adverse effect on library use.

"What can libraries and public library systems do about [awareness of local literacy services]?"

Illiteracy is not just an urban problem. It is a problem which exists in almost every city, town and village in this State. We recently received a letter written by a woman who lives in a village with a population of 2,028. She wrote to the Library of Congress in an attempt to find help for a young father who recently lost his job and could not read. The Library of Congress referred her letter to Library Development. We in turn referred the woman to the local library's literacy program. Why is it that people are not more aware of the literacy services available to them in their own communities? What can libraries and public library systems do about this?

With the advent of Chapter 37 of the *Laws of 1986* and the new adult literacy services program, public library systems and local libraries now have a modest source of funds from which to begin the process of building library-sponsored literacy programs in cooperation with schools, colleges and other community agencies. These cooperative programs will be an important and visible model for demonstrating the library's role in helping people learn to read. The public library systems should play an active part in developing such programs at the local library level.

RESENSITIZATION TO NEED TO HELP

While libraries and public library systems need to think about cooperating with other agencies to provide help or information to people who want to learn to read, they must also reexamine or perhaps become resensitized to the need for libraries to promote reading – reading for pleasure, reading for information, reading for knowledge. In the past 10 years we have become more and more engaged in understanding and attempting to put to good use the new technologies that have become available to libraries. Yet we must remember that technology and automation are only means to an end. That end is to provide each individual with access to information which they will have to read, listen to or view. In addition, each individual will have to assimilate, analyze and eventually understand that information. In order to live successfully in an information-based society, as opposed to an industrial society, people must have PROMPT and EASY access to specific knowledge that may well be buried under a mound of information.

Libraries, through books, films and programming, also provide a means for exploring the vast depths and breadth of the human spirit. Libraries can provide hundreds of opportunities for people to meet and communicate with other people. Is our role as librarians only to be sure people have access to the information they need, or is it to help them in the best ways possible sift and sort through the information that is available?

The process of rethinking a mission or purpose involves regular questioning of every aspect of an institution's purpose by the persons involved. Once you have a sense of shared purpose or mission which is clear, that image will provide guidance, organization and instruction as to the steps needed to accomplish that goal.

NEXT MAJOR STEPS

One of the methods the public library system can use to involve boards, staff and member librarians in this rethinking process is self-evaluation. Regular evaluation of the public library system's services should be a part of the cooperative planning efforts between the system and its members. One of the greatest successes of the public library system has been its ability to strengthen local library service through cooperative efforts at the system level. Many of the services of the systems have freed the local librarian from what were primarily clerical or routine tasks in order to spend more time planning services for and assisting users. This kind of supportive service has its pitfalls, however. If systems assume more and more responsibility for local library service, without simultaneously encouraging and, if necessary, mandating that member libraries raise their standards of service, in the long run they will do a disservice to the community the library serves.

I would not expect that any public library system is offering the same services to its members today as it was in 1967 when *Emerging Public Library Systems* was published. If you are, then perhaps you should take the time to reexamine your relationship with your member libraries. To borrow a catchy phrase from the U.S. Army – you have the opportunity and the responsibility to help member libraries to "be all that they can be." It is important to help member libraries raise the level of service they offer to their communities to a standard of excellence.

The effectiveness of national and state level standards of public library service when applied to local libraries

has been challenged in the past decade. There is a wide range of library service and community size among the public libraries in New York. The systems look to the State Library, the Regents and the Legislature to set standards of service for both the systems and local libraries. Minimum standards for library service are set by the State, but there is much more that can be done to set standards of service at the system level. How many systems use local library incentive aid to urge libraries to raise their level of services to the public?

How have you assisted your member libraries in improving their services? Have you helped them to use and implement the planning techniques and the measurement tools available to them? Have you worked with your members to apply the techniques found in publications such as the Public Library Association's *A Planning Process for Public Libraries*, or *Output Measures for Public Libraries* or the new *Cost Finding Manual for Public Libraries*?

Have you used any of these long-range planning tools to examine your own system services? When was the last time you revised or even read your own system's plan of service which is on file at the Division of Library Development? Do you think your plan of service accurately reflects the changing needs of your members and their users?

SUMMARY: TASKS FOR THE FUTURE

We, who are all leaders in the library field, must recognize that change is and will be constant and rapid in the next 14 years and into the 21st century. We must begin to anticipate the future – the changes in society and the changes in technology that will impact on the library's internal purpose and mission. You must maintain the public library system's role as a catalyst for change for each individual library and its users. In order to fulfill what is expected of you as leaders, you must cope effectively with change yourselves and maintain a clear vision of what you and your member libraries want your future to be. You must look for ways to increase the system's involvement in regional planning and cooperative activities. Search for new ways to bring about increased regional cooperation that best represent the interests of public library users, and seize the opportunities that arise. The policies and services you institute today will influence the future role of public library systems. We need to be able to look ahead to what we want public library systems to be in the year 2000 and make the right decisions today that will help us bring that vision to a reality.

SUMMARY AND EVALUATION OF NEW YORK STATE LSCA PROGRAM, FY 1985

HIGHLIGHTS

- Of the $7.6 million (includes Title II funds) available in LSCA funds for New York State, approximately $1.8 million (22 percent) was expended by the State Library for statewide services; $5.5 million (72 percent) was earmarked for grants; and $.3 million (6 percent) was expended for administration.
- Nineteen systems received LSCA Title I grants totaling $799,372, which resulted in service to 375,569 clients of Adult Learner/Job Information Centers and 11,834 persons using Literacy programs. Thirteen Job Information Centers reported new users not formerly aware of library services. Twelve out of twenty-two library systems offered Literacy Programs.
- Union list projects supported by Title III funds added 34,639 titles and 103,917 locations to the statewide machine-readable union list of serials. As a result of projects initiated in 1979, by the end of 1985 more than 500,000 holdings, or over 50 percent of the nearly one million holdings, were under computer control.
- Over 835 people participated in State Library conferences, workshops and seminars on topics such as library trustee responsibilities, institution library services, school library system planning and nine other continuing education programs.
- The New York State Interlibrary Loan Network processed 109,491 requests. Microcomputers are being used to provide direct access to the Education Department's computer to reduce telecommunications cost and to speed interlibrary transactions.
- A microcomputer grant program in three library systems demonstrated that public libraries have a role in promoting computer awareness and literacy among New York's adults. More than 7,398 people participated in the program. All three library systems have decided to continue their microcomputer programs.
- Children with disabilities were the focus of two new public library projects. Onondaga County Public Library's Parenting the Handicapped Project made special resources and materials available to parents of handicapped children, and the Clinton-Essex-Franklin Library System established a collection of special materials (including educational toys) for and about disabled children.

INTRODUCTION AND RELATIONSHIP TO STANDARDS

The libraries of New York State are committed to meeting the information and cultural needs of a large and diverse public. The Federal Library Services and Construction Act and accompanying regulations establish requirements, specific purposes and priorities for the use of Federal funds. In New York State $4.8 million in LSCA Title I funds were matched by $36 million in State aid to libraries. In addition, the Legislature appropriated $4.4 million in other State aid for library services and $5.7 million for the operation of the State Library.

Library development in the State reflects the leadership shown by the Board of Regents, whose powers are provided for in the State Constitution. The Regents and the Commissioner of Education determine broad policy and standards for education in New York State. The Regents have adopted the following policy statement: "Every resident of New York State should enjoy timely and free access, through local libraries working within library systems, to a full range of informational resources and services provided without restriction of censorship or violation of privacy."

The more than 7,700 libraries in New York State are diverse – ranging from those the size of the North Chatham Public Library serving 450 people and open 12 hours a week with a collection of 1,581 books, or a high school library serving 400 students, to the vast collections of research libraries such as the Columbia University Libraries and The New York Public Library. Each library, whether large or small, fulfills a specific role for its own user populations. Today, however, increasing costs, an information explosion, and the rising expectations of users are such that no library can stand alone; resource sharing is fundamental to the operation of today's library. To assist this resource sharing the Education Department and the library community have developed a system approach to library service. This encourages and helps libraries to work together in the development of coordinated networks to attain the goal of convenient free access. The library systems of New York State strengthen the services and enrich the resources of local libraries. They provide the structure within which continuing cooperation can take place.

The Federal Library Services and Construction Act requires each state to develop its own plan for meeting goals through means appropriate to its own situation and level of library service development. In New York State, library systems are the channel for distribution of Federal funds for programs to improve services. Each year, two-thirds or more of the Federal apportionment to New York State under Titles I and III is disbursed in grants to the 22 public library systems, 9 reference and research councils, and State institutions for service projects intended to improve priority services.

EXPENDITURES

Library Service to the People of New York State, 1984-89, outlined 9 program objectives and 47 specific tasks proposed to accomplish these objectives. The FY 1985 *Annual Program Statements* for Titles I and III described 16 projects and allocated funds for this program.

This report describes project accomplishments in relation to the program objectives. Appended are individual project reports, including those for 95 grants administered by library systems or State agencies other than the Education Department. Summarized, the projects in the *Annual Program Statements* are:

Actual Expenditures

Title I Projects		State Funds	Federal Funds
1.	State Aid for Improvement of Library Services	$36,769,087	$0
1A.	Grants for Improvement of Library Service Through Systems	0	1,916,769
1B.	Grants for Strengthening Major Urban Resource Libraries	0	301,339
2.	Institution Library Service	0	40,270
2A.	Grants for Institution Library Service	0	80,414
2B.	State Funding for Operation of Institution Libraries	2,211,474	0
3.	Service to the Blind and Physically Handicapped Persons	288,281	177,480
3A.	Grants for Services to the Blind and Physically Handicapped Persons	693,000	108,000
4.	Strengthening the State Library	4,180,513	581,835
4A.	Strengthening Library Development	317,920	587,677
5.	Administration	525,274	302,983
	TOTAL	$44,895,549	$4,096,767

Actual Expenditures

Title III Projects		State Funds	Federal Funds
1.	Improved Interlibrary Loan and Database Operations	$660,779	$300,233
2.	Serials Database Development	0	0
3.	Reference and Research Library System Program for Interlibrary Cooperation	2,365,153	0
4.	Regional Bibliographic Database and Interlibrary Resources Sharing	650,000	0
5.	CONSER	0	126,872
6.	Grants for Interlibrary Cooperation	0	373,084
	TOTAL	$3,675,932	$800,189

The largest portion of the LSCA funds from Titles I and III was expended in grants to systems and to other State agencies for operation of programs. Grants totalled $2,779,606 (an additional $1,194,288 was carried forward for grants) or 65 percent of the FY 1985 LSCA funds. Statewide service projects administered by the Education Department include (Title I) 2, 3, 4, and 5 and (Title III) 1, 2, 3 and 4. Expenditures for these totalled $1,814,367 or 30 percent of the available LSCA funds. Statewide services included library development, interlibrary loan support, database development, publications, conferences, provision of special consultants in such areas as institution library service, and provision of library services to blind and handicapped persons. Administration costs totalled $302,983 (5 percent).

LSCA PROGRAM ASSESSMENT BY OBJECTIVES

Objective 1. Quality service for all persons in their local communities.

Task a

Provide to local libraries of all types information on the resources available to their users (current and potential) through library networking.

Accomplishments

In New York State three types of library systems – public, reference and research, and school – and the New York State Library provide information, materials and assistance to local libraries. State Library services

both to systems and to individual libraries were provided in FY 1985 through more than 3,884 consulting telephone calls, 230 consultant visits, 11 continuing education programs, with more than 839 participants and 3 statewide conferences with 348 attendees.

Information on resources is becoming computer-based but also is available through more traditional means. Twenty-seven systems publish newsletters to inform member libraries and others of available services. Systems reported using cable TV, workshops, community agencies, TV announcements, radio programs, learning networks, posters and fliers to inform current and potential clients of resources.

Four grants were made to enable 17 public library systems and 3 reference and research systems in 5 regions to continue conversion of bibliographic data to machine-readable form, improving access to system union catalogs.

Seven grants to five reference and research library resources systems for improved access to serials holdings provided public library users with complete and current information about resources.

Twenty-nine systems achieved direct access to the State Library's Collection Management System via microcomputer, improving knowledge of available resources and speeding interlibrary loan.

An LSCA grant supported a continuing education calendar for 23 upstate systems.

Thirty-eight Assistant Commissioner's Memoranda carried information about statewide library developments to public library systems, reference and research library resources systems, school library systems, regional networks and central and co-central libraries.

Three issues of *The Bookmark*, published by the New York State Library, discussed current library issues such as "Children's Library Services," "Outreach Library Services" and "Young Adult Library Services." *The Bookmark* is distributed in quantity to all systems for system staff and trustees, and is mailed directly to all libraries that are members of systems.

The 1985 *Directory of Library Systems in New York State* was published.

The 1984 edition of *Public and Association Libraries Statistics* was compiled and issued, detailing resources of the State's public and association libraries and public library systems.

In addition, the 1985 *Directory of Medical Libraries* and a new edition of *Excerpts from New York State Education Law* were published.

Task b

Continue to seek new legislation favorable to library development in the State.

Accomplishments

The Regents 1985 legislative proposal for libraries was not enacted into law. The proposal provided increased aid to Indian libraries, public libraries, public library systems, academic libraries and reference and research library resources systems. Proposals for increased aid for special programs included Coordinated Outreach Services, Regional Bibliographic Databases for Resource Sharing and Preservation and Conservation of Research Materials. In addition, funds were proposed for literacy programs, community alliance programs, and a study of the State's library systems.

Task c

Strengthen services to persons with limited English-speaking ability by continuing to identify such users (and potential users) and providing programs and resources, including nonprint materials, for their use.

Accomplishments

The expanded State aid for Coordinated Outreach Services programs provides $40,000 plus six cents per capita in 1985 for each of the 22 public library systems based on a plan for outreach services to designated groups. These plans identified over 3.2 million persons with limited English-speaking abilities. Funds have been used to provide bilingual training for staff in city branches where foreign born groups are concentrated; to expand foreign language material collections; and to work with other community groups to provide English as a Second Language (ESL) programs.

Two LSCA grants totaling $19,540 were made to public library systems to acquire materials to provide services to people for whom English is a second language and to offer tutoring to this segment of the community. The heavy use reported of these materials indicates how vital this service is to the community. Two hundred seventy-five people were tutored in these ESL programs.

Four LSCA outreach projects totaling $357,121, which specifically served bilingual needs, were LEAP (Buffalo and Erie County Public Library); SPECIAL SERVICES (The New York Public Library); HISPANIC COMMUNITY OUTREACH (Pioneer Library System); and OUTREACH (Upper Hudson Library Federation).

Through LEAP and its RAM van, the Buffalo and Erie County Public Library offered 833 programs to 13,772 people. At The New York Public Library, the seventh edition plus a supplement of the Spanish/English *Directory of Community Services* with supplements was published based on contacts with over 200 agencies. Regular bilingual staffing was provided at a Rochester (Pioneer) branch library located in the City's Spanish-speaking section. Upper Hudson provides ESL programs and literacy tutoring in libraries and local jails.

Task d

Provide materials and services designed to help functionally illiterate persons begin to use libraries.

Accomplishments

Thousands of adults and young adults who lack functional reading skills were served through LSCA-funded library literacy education projects coordinated by 12 public library systems in 1985. $243,341 in LSCA funding went to support library literacy projects that provided materials, space for tutoring, publicity and tutor training and recruitment services. In addition, several adult independent learner and outreach LSCA projects have literacy components. Eleven of the literacy projects were operated in conjunction with local Literacy Volunteers of New York State and Laubach Literacy community-based affiliates. In addition, at least four of the literacy projects have become active in local and regional literacy coalitions composed of representatives from libraries, adult basic education programs, literacy volunteer groups, colleges, public television stations, correctional institutions, governmental agencies, businesses and community groups. Buffalo and Erie County Public Library forged strong links with the Western New York Adult Literacy Coalition. Clinton-Essex-Franklin Library System took the lead in forming the North Country Literacy Coalition. Many public library systems sent representatives to a New York State Adult Literacy Teleconference held at eight public television stations around the State in January 1985.

Nine of the 12 projects provide support for tutoring services for students in public library sites. In 1985, 1,875 students were tutored for a total of 85,876 hours. If volunteers were paid $3.35 an hour, the tutoring services provided would have cost a total of $287,685.

Project funds were used to purchase over 27,000 items to support literacy instruction.

Brooklyn Public Library used $52,460 to support and further expand its Literacy Program to its branches. Five Learning Centers were established to house classrooms, computer-assisted instruction centers and large open areas for tutoring. In conjunction with the Board of Education, Brooklyn conducts 20 English-as-a-Second-Language classes for 300 students at the Learning Centers.

In addition to purchasing materials to support literacy, the Buffalo & Erie County Public Library also produced a directory of service providers and held a Literacy Press Breakfast in September 1985. Sixteen of the system's member libraries provide space for tutoring. The library is also working with the local public television station, WNED, on cooperative literacy projects.

Finger Lakes Library System initiated a literacy project for the first time in 1985. A May 1985 workshop attended by 60 librarians, trustees, volunteer coordinators, adult basic educators and business representatives, "Libraries and Literacy," improved contacts between regional literacy volunteer organizations and public libraries. Twelve libraries became project sites to host tutoring sessions and provide supportive services.

Other systems such as the Mid-Hudson Library System, the Mohawk Valley Library Association and the Westchester Library System used LSCA funds to hire literacy project consultants or coordinators to manage broad-based community literacy projects. The Westchester Literacy Volunteer Program is one of the largest in the country, with more than 400 tutors serving 402 students.

Chemung-Southern Tier Library System used a part of their $16,900 LSCA grant to fund a programmer to continue to develop literacy education software for use by students on the Commodore 64 microcomputer. Clinton-Essex-Franklin Library System, Brooklyn Public Library and the Mohawk Valley Library Association are using LSCA funds to support microcomputer-assisted literacy instruction.

North Country Library System used $15,000 to expand their Library Literacy Resource Centers from four to eight sites in small, rural communities. Onondaga County Public Library's System 80 independent learning machines were used by 5,695 people in 1985.

In addition to their one-to-one tutoring program which served 241 students in 1985, the Queens Borough Public Library offered "pre-ABE" classes designed to prepared students for entrance into adult basic education and pre-GED programs and "Writing Skills" classes. Currently Queens has four comprehensive literacy centers and four satellite tutoring centers funded in part through $48,720 in LSCA monies.

All 12 projects promoted the public library's role in combatting illiteracy by conducting activities and publicity campaigns in conjunction with the Coalition for Literacy's national advertising campaign and by participating in New York State's Adult Learning Week.

Task e

Provide materials and services to disadvantaged persons.

Accomplishments

Forty-three LSCA grants supported improved information to library users about learning and employment opportunities and citizenship by supporting the purchase of video and film materials and bilingual materials and providing for literacy training.

The Coordinated Outreach Program identified over two million persons in New York as culturally isolated and three million as educationally disadvantaged. LSCA grants provided approximately $554,031 to 18 library systems for Adult Learner, Job Information

Centers/Education Information Centers. Over 400,000 users received such services as consumer information, educational counseling, homework reference services, literacy tutoring, assistance in career and job searching, resume writing, and Civil Service test tutorials through workshops, materials and information and referral services.

System outreach activities resulted in creative, useful programs. Examples of these activities are:

> Buffalo and Erie County's Project LEAP offered 833 hours of special programs to 13,772 people as well as specialized services to urban populations.
>
> Upper Hudson's Outreach Services project serves almost 5,000 people annually, including the institutionalized, minority groups and undereducated.
>
> The New York Public Library's Special Services Project offered 392 hours of special programs to 14,534 people.

Task f

Encourage libraries to seek out and serve minority persons.

Accomplishments

The 1980 census identified 4.7 million persons in minority groups in New York State. Data collected by the public library systems as part of the coordinated outreach program show LSCA projects in New York State serve minority groups through "umbrella" services. These services develop central resources to serve multiple needs and such specific programs as the Langston Hughes Community Library and Cultural Center (Queens Borough Public Library – $132,720), which serves the black community of Corona-East Elmhurst; the Pioneer Library System's Hispanic Outreach project ($13,540), serving the Hispanic population of Rochester; the Adult Independent Learner project (The New York Public Library – $49,300), for adults and youth in Bronx and Central Harlem; and the Black Poetry Project (Clinton-Essex-Franklin – $4,500).

Fifty-three LSCA "umbrella" projects for children, adult learners, unemployed persons, people with physical handicaps, educationally and culturally disadvantaged persons and institutionalized persons serve minority people within such groups. In addition to convenient locations designed to encourage use of services and programs, easy access is provided by vans and bookmobiles. All library systems with sizeable minority groups report heavy use of outreach services and extensive community networking.

Task g

Promote the development of business and financial information centers in public libraries by annually funding, through 1989, pilot projects for such centers in strategically located public libraries.

Accomplishments

No LSCA grants were awarded for business and financial information centers in public libraries. Two library systems receive special State funding for this purpose: Brooklyn Public Library and Buffalo and Erie County Public Library. In addition, locally supported exemplary centers are in Queens Borough Public Library, The New York Public Library, Rochester Public Library, Onondaga County Public Library and Yonkers Public Library.

Task h

Increase efforts to reach potential users.

Accomplishments

Each of the more than 50 AIL/JIC, literacy and other outreach projects funded by LSCA reported new users who were not previously aware of available library services or who were unable to use conventional materials and programs.

Eight LSCA grants, totalling $209,874, have attracted new users to libraries and made local organizations aware of library services:

> Brooklyn's The Child's Place attracted preschoolers and their parents with more than 1,200 hours of special programs in 1985.
>
> Clinton-Essex-Franklin continued its Rural Health Information Delivery which reached more than 2,200 people and worked with many local agencies, including Hospice Care.
>
> Finger Lakes' Parent and Toddler Project sought to make library visits a family activity in rural communities and 56 hours of special programming were presented in 7 member libraries for that purpose.
>
> Nioga's Parent/Child Education Center have brought parents to the member libraries for information about child development and child safety.
>
> Nioga's Bi-Folkal Kits project trained member librarians to use multimedia, multi-sensory kits with senior citizens.
>
> North Country's Consumer Health Information project purchased and promoted health and fitness materials for member libraries.
>
> North Country's Parent Education Program established parenting centers in the cocentral libraries.
>
> Onondaga's Kits for Kids attracted more than 7,000 children to the library. More than 1,800 children attended 36 hours of special programming.

Pioneer Library System used LSCA funds to seek out and serve a wider audience through cable television. Its Video Cable Access Project taped half-hour television programs which were aired 11 times per week.

Four County Library System designed, prepared and distributed a survey to assess the library needs of the community.

Objective 2. Improvement of library systems, their resource libraries, and further development of intersystem cooperation, making it possible for libraries of all types to serve their readers effectively and more completely.

Task a

Encourage cooperative programs that enable systems to provide needed resources and services to member libraries.

Accomplishments

State aid supported public library systems and reference and research library resources systems emphasizing cooperative programs and resource sharing. Programs that illustrate shared resources and provide improved services for a single type of system are:

Twenty-two grants totaling $5.4 million to public library systems for the further development of 26 central and cocentral libraries.

Twenty-two grants to public library systems to improve outreach services to persons who are educationally disadvantaged, are members of ethnic or minority groups in need of special library services, are unemployed and in need of job placement assistance, live in areas underserved by a library or are blind, physically handicapped, aged or confined in institutions. Each system received a base grant of $40,000 plus six cents per capita for the population of its service area, a statewide total of $1.9 million.

$175,000 in grants to public library systems for library service to inmates of county jails and $300,000 for service to inmates of State correctional facilities.

$213,763 State aid to four libraries on Indian reservations to provide local service and to enable them to join public library systems.

Arrangement with the New York Academy of Medicine to facilitate interlibrary loan to users of all types of libraries.

Task b

Seek additional State funds for support of library systems and for strengthening the research collections of the major research libraries participating as resource libraries in the NYSILL program.

Accomplishments

During FY 1985, $37 million was appropriated in New York State for public library systems, including $4.8 million for The New York Public Research Libraries and $5.4 million for central libraries. An additional $2.3 million was appropriated for reference and research library resources systems and $280,500 for reimbursement to NYSILL resource libraries for interlibrary loan transactions.

In addition, each of the major academic research libraries received grants from a $1,131,332 collection development program by agreeing to participate in interlibrary loan and in planning regional collection development programs.

Task c

Conduct a systematic review of public library system plans of service to examine current practices, update when appropriate, and suggest options for the future.

Accomplishments

Six library system plans of service were revised and reapproved: Clinton-Essex-Franklin, Finger Lakes, Four County, North Country, Southern Adirondack and Upper Hudson.

Task d

Strengthen regional resource sharing through the reference and research library resource systems and pilot networks and examine appropriate methods of integrating their functions.

Accomplishments

State aid to the nine reference and research library resources systems was increased to $200,000 per system plus $1 per square mile and four cents per capita, a total of $2.5 million statewide.

A State aid program for improved library service in rural hospitals was administered by eight systems. The ninth received a planning grant to enable development of a plan for service to metropolitan New York hospitals.

One hundred sixty-eight grants to academic libraries for coordinated collection development were processed and recommended for approval by the systems.

NYSILL/RML Library Service Coupons for interlibrary loan among medical libraries were distributed by the State Library, and the use of the coupons was moni-

tored by the reference and research library resources systems.

Task e

Cooperate with public library systems, library educators and other appropriate groups to assess continuing education needs and carry out recommendations of the Statewide Continuing Library Education Advisory Committee.

Accomplishments

The Statewide Continuing Library Education Committee or subcommittee met four times to address continuing education priorities, formulate action plans and to advise the State Librarian. The Committee, through the Continuing Library Education Consultant, provides liaison to the New York Library Association Continuing Education Committee, which develops and arranges the CE activities at the Annual NYLA Conference.

Retroactive conversion to an automated retrieval system for the Resource Person Referral File has begun. This file, established in 1983, is used to aid library systems in obtaining quality resource persons for presenters at continuing education activities.

The CE consultant helps develop statewide workshops where there is a need. The consultant also monitors CE activities throughout the State. During FY 1985 the New York State Library offered the following continuing education workshops: Indexing and Classification of Technical Data, November 28, 1984; The Official Compilation of Codes, Rules and Regulations of The State of New York and The New York State Register, December 6, 1984; School Library System Planning Conference, January 23-25, 1985; The Budget Process in New York State – A Video-Tape Seminar, January 31, 1985; Seminar on U.S. Congress: Information Sources, March 14, 1985; Conservation Seminar, April 16, 1985; Newspaper Microfilming Workshop, July 15, 1985; U.S. Serial Set on Microfiche – An Introduction, August 6, 1985; Library Trustee Institute, September 20-21, 1985; and a Grants Seminar, September 26, 1985. A total of 839 persons attended these activities. In addition the CE consultant assisted in the planning and development of 14 workshops conducted in four library systems. These workshops, which drew a total of 717 persons were: Four County Library System, Rural Library Workshop, Five Parts, summer 1985; Pioneer Library System, Tapping Hidden Resources: Alternative Fundraising Strategies, Five Parts, fall 1985; Clinton-Essex-Franklin Library System, Public Relations Training, Three Parts, spring 1985; and Upper Hudson Library Federation, Display and Exhibit Project, September 19, 1985.

The South Central Research Library Council, through an LSCA grant, produces a monthly calendar *SPECTRUM*, which provides convenient and timely notice of continuing education events for library staff members in Upstate New York. Monthly circulation of this calendar is 3,000. *SPECTRUM*, which filters to all levels of library staffs, has a readership of 3,750, based on a December 1984 survey. In the late summer of 1985, this calendar was made available by electronic mail through the use of ALANET and the New York Libraries affiliate NYLINE.

Task f

Strengthen major urban resource libraries as Federal funds become available.

Accomplishments

The eight Major Urban Resource Libraries (MURLS) participating in the $518,262 program were: Albany Public Library, Brooklyn Public Library, Buffalo and Erie County Public Library, The New York Public Library, Onondaga County Public Library, Queens Borough Public Library, Rochester Public Library, and Yonkers Public Library.

Albany purchased 1,434 items to replace lost or damaged adult-nonfiction titles.

Brooklyn purchased 105,500 items for the library's nine major divisions' reference collections.

Buffalo purchased 1,173 books in such areas as consumer health, technology, business, urban development, social problems, natural history and black studies. 244 cassettes were purchased for the visually handicapped.

New York purchased 10,004 items and entered them into the MILCS online database to enhance the in-depth subject collections and foreign language collections at the Central Library for The Branch Library System.

Syracuse added 994 books in the field of literature to replace lost items and to strengthen weak areas.

Queens purchased 2,435 items in the areas of foreign language children's literature, science and technology, social sciences, music, literature and literary criticism, local history and newspapers.

Rochester purchased 1,065 items to augment collections of the science, literature, history, art, education, business, audiovisual, and children's divisions of the central library.

Yonkers strengthened reference services, including telephone reference, by purchasing comprehensive reference tools.

State aid through Education Law and the Executive budget provided $550,000 for the Schomburg Center for Research in Black Culture, which is part of The Research Libraries of The New York Public Library. Funds

were used for specialized staff and materials to further strengthen this unique statewide resource.

Task g

Reexamine the NYSILL program, establish links with RLIN and OCLC and make recommendations for future network development.

Accomplishments

In July 1984, the State Librarian appointed an Advisory Committee to assist the State Library in a major study for the Redesign of Interlibrary Loan in New York State. Plans were completed for the study, and Ringgold Management Systems Inc. was engaged as the consultant to do a nine-month study beginning May 1, 1985 with a final report due January 31, 1986. The State Library continues to search NYSILL requests through RLIN via its search-only terminal. Six of the NYSILL referral libraries are RLIN members.

Task h

Expand point-to-point interlibrary loan access and remote use of the State Library's online catalog.

Accomplishments

The State Library's online catalog has been made available to several classes of remote users since 1982. The NYSILL Telecommunications Network was upgraded to microcomputers from teleprinters in July 1985, thus providing all NYSILL transmission sites with direct access to the State Library's online catalog. In addition to accessing the online catalog, the NYSILL transmission sites will have the capability of having a bibliographic citation from the catalog automatically formatted as a NYSILL request and held in the micro until they next transmit interlibrary loan requests to the State Library. This enhancement is scheduled to become operational in February 1986.

The upgrade of NYSILL Telecommunications Network to microcomputers has provided each NYSILL transmission site the capability of referring an interlibrary loan request to up to four other NYSILL transmission sites or to four Regional Medical Library Network resource libraries in New York State. This capability has replaced the NYSILL Point-to-Point program which was initiated in 1982.

Task i

Use the services of the NYSILL User Advisory Group effectively.

Accomplishments

The NYSILL User Advisory Group met twice a year for two years to review planning for the further automation of NYSILL and reviewed and commented on the revision of the *NYSILL Manual*. The committee last met in December of 1983. It was replaced the summer of 1984 by an Advisory Committee for the study of the Redesign of Interlibrary Loan in New York State. This new advisory group met three times during FY 1985.

Objective 3. Improved service to disabled persons.

Tasks a and b

Encourage use of regional library services to the blind and visually handicapped.

Strengthen lines of communications between the regional libraries and other libraries, agencies and patrons.

Accomplishments

The New York State Library and The New York Public Library provide services to blind and physically handicapped persons throughout New York State. The 22 public systems cooperate with the regional libraries to make their services available to all citizens of the State eligible for these services.

The New York State Library for the Blind and Visually Handicapped, one of 56 regional libraries in the nation, provides books in special media, appropriate playback equipment and other library services to visually and physically handicapped persons. During 1984/85 the Library for the Blind and Visually Handicapped circulated 561,523 items to 27,300 individuals and to persons served through 1,407 institutions.

Using an automated inventory and circulation system, Library staff can select and issue books to readers far more efficiently. The results are improved selection of materials for readers and increased circulation to the readership.

Other services provided by the New York State Library included:

- A quarterly newsletter (in Braille, cassette and large-print editions) sent to more than 14,000 readers, libraries and other agencies.
- 7,240 inquiries and service requests received on a toll-free recording device, 2,246 calls made to a recorded information tape which includes the LBVH Quarterly

Specialized services provided to public and private schools included consultation to establish service for the visually impaired, arranging for special needs, and immediate response to school and student requests. To meet the specialized needs of students and educators, two issues of the *School News* were produced and distributed to 607 registered public and private schools. These

newsletters were developed to aid school library media specialists serving visually handicapped students.

The assignment of playback equipment and inventory accountability are major responsibilities of the State Library as the Machine Lending Agency. Assisting with these activities are 18 Machine Sublending Agencies. Eleven field visits were made to plan promotion and to augment service with sub-lending agencies.

Services provided by The New York Public Library included:

- Taping of books for loan.
- Newsletters in large print and Braille.

In addition to both libraries for the blind, three public library systems offered radio reading programs: Chautauqua-Cattaraugus ($25,000); Nioga ($5,280); and Ramapo-Catskill ($39,500). The three programs reached more than 760 households with local news and special programming.

Task c

Ensure maximum use of the network of 23 Kurzweil Reading Machines by assisting libraries in developing programs for their use.

Accomplishments

The New York State Library has cooperated with the 22 public library systems in the State-funded Kurzweil Reading Machine Program, which provided each system a minicomputer with an optical scanner that translates written words to synthetic speech. Use of the KRM has plateaued in recent years, in part because of the development of other electronic aids for the blind and visually handicapped. Dedication to the needs of the print handicapped by library staff generally produces higher KRM use. Examples of this are in the Onondaga County Public Library, Olean Public Library (Chautauqua-Cattaraugus Library System), The New York Public Library, Brooklyn Public Library, and Queens Borough Public Library.

Task d

Maintain a full range of services and a strong collection of special media materials for blind and visually handicapped persons.

Accomplishments

A collection of 429,444 special media items was maintained by the New York State Library for the Blind and Visually Handicapped (LBVH). A collection of 267,900 was maintained by The New York Public Library for the Blind and Physically Handicapped (excluding collections at two subregional libraries: the Nassau Library System and the Suffolk County Cooperative Library System).

The recently installed, technology-driven circulation system proved capable of sending out as many as 9,000 books per day which, while more than could be handled, demonstrated the capability for future growth. By first sending out specifically requested books, LBVH staff was able to limit circulation while improving service to the individual. A reserve of playback equipment was created, and machine repair workshops were offered to sublending agencies. LBVH librarians tripled the number of field visits to sublending agencies.

Task e

Cooperate with agencies which serve hearing-impaired persons to provide to library systems information about deafness and its implications, along with resource materials to help meet the library information needs of persons with hearing impairment.

Accomplishments

To assist parents of handicapped children, the Onondaga County Public Library spearheaded a campaign to identify community service agencies and organizations that serve them.

The Clinton-Essex-Franklin Library System undertook two projects which were aimed at information giving and the purchase of telecommunication devices for the deaf. The first was to assist disabled children in understanding and adjusting to their disabling conditions through the use of print and nonprint resources. The second was the purchase of four TDD's placed in three different counties to increase access to information for the deaf by providing communication capabilities within these areas.

The Finger Lakes Library System conducted an extensive survey to determine the needs of the hearing impaired in their service area. This survey was followed up by action on the part of Finger Lakes which consisted of system staff attending three workshops on topics dealing with various aspects of hearing loss at their local BOCES. They also attended a conference on leadership and the Hearing Impaired sponsored by the Corning SHHH Group. The following equipment was ordered and received by Finger Lakes in support of their hearing impaired project: 7 TDD machines; 4 mini-phone amplifiers; 2 amplified receivers (modem phone); 5 TV decoders; an FM Sound System (1 transmitter, 12 receivers, 3 neckloops and 4 pocket talkers/TV amplifiers). This equipment has been used for demonstrations and loaned informally to individuals and agencies. The system also conducted a publicity campaign to increase member librarian and public sensitivity toward the needs of the hearing impaired.

The Mid-York Library System engaged in a project to ascertain if traditional nonuser library groups such as the hearing impaired could be attracted to the public li-

brary by tailoring services to their needs. To meet this end, Mid-York purchased two remote control decoders for closed-caption TV and purchased cassettes with closed-caption capabilities. The System also worked with the New York State School for the Deaf in Rome, New York to promote these services.

The State Library also cooperated with St. Mary's School for the Deaf in Buffalo to make information and technical assistance available to librarians.

Objective 4. Improved service to adult learners and others who use or could use the library as a resource for general, cultural or vocational education.

Task a

Provide technical and consultant services to public libraries, emphasizing staff development and continuing library education directed at improving adult services.

Accomplishments

The continuing library education consultant assisted many library systems in the planning, securing of resource persons and execution of continuing education activities through on-site visits and telephone consultation. Workshops listed under Objective 2 – Task e were a major thrust of the consultant's activities.

Task b

Identify and secure additional sources of funding to assist local libraries to improve and increase services to adult learners.

Accomplishments

Systems sought and obtained small grants from local agencies and conducted local fundraising events to supplement and strengthen their adult learner programs. The Mid-Hudson Library System was able to complete publication of their *New York State Union Catalog of Film and Video* through grants obtained through LSCA funds and the New York State Council of the Arts.

Task c

Encourage cooperation between libraries and other cultural and educational institutions and community-based organizations.

Accomplishments

Many of the activities funded through LSCA are true examples of networking between libraries and other cultural and educational institutions and community-based organizations. A prime example is the five-part LSCA-funded project, Rural Library Workshop. Of the total 462 persons attending these workshops, over 100 were representatives of some seven different library systems. The many Job Information Centers throughout the State readily share information with community-based organizations as do the Literacy Volunteer Coordination programs. The Westchester Library System has an Adult Education Hotline/Job Information Center and Job Information Workshop which provides services for adult learners that maintain, improve and promote system-based, countywide education Information and Referral services.

Task d

Seek State support to institutionalize and expand the EIC program.

Accomplishments

There are now seven State-supported Education Information Centers operating in New York. LSCA funds have been used to supplement these centers. In 1985, the Brooklyn Public Library strengthened its EIC with a $65,000 grant which enabled them to provide on-going reference and special needs services; acquire new materials on the subject of education, career and job information; provide facilities, equipment and services to patrons with physical and mental disabilities; provide up-to-date resources of interest to patrons who have handicapping conditions; provide referrals to outside agencies to meet the needs of patrons; and provide individual and group counseling within the scope of the Education Information Center.

Objective 5. Development of library service to residents of institutions.

Task a

Provide staff assistance and consultant service for the planning and development of institution library programs, emphasizing basic support from the agencies which administer the institutions and backup services from the agencies and library systems.

Accomplishments

LSCA funds provide two types of services to institutions. A consultant aids institution administrators, librarians and others through consultant services. Grants are awarded to an institution or to a State Agency operating institutions.

Consultant services:

- Assisted State institutions through 5 visits and 300 telephone calls.

- Coordinated the program of free photocopying of legal materials with the State Law Librarian; 32,000 photocopies were provided to inmates.
- Continued work with coordinator of library services and librarians in Department of Correctional Services concerning information and referral services to inmates scheduled for release and to advise on improvement of library services.
- In 1984/85 the consultant released State grants totalling $300,000 for service to inmates of State correctional facilities.
- The consultant advised on LSCA grants totaling $90,000 made to the New York State Department of Correctional Services, Office of Mental Health and Department of Health.

Task b

Provide information on effective institution library services and disseminate information through conferences and workshops.

Accomplishments

A survey of 175 libraries in State facilities made possible later publication of *Institution Libraries Statistics, 1984-85.*

The consultant arranges a yearly workshop for library and administrative personnel of institutions, the New York State Library and others concerned with institution library service. This annual workshop was held after the close of the program year, November 7-8, 1985, but most of the planning for this workshop occurred prior to the October 31 end of the 1985 fiscal year. An advisory group of service providers met three times to plan this activity.

Objective 6. Effective use of technology to improve services and efficiency.

Task a

Develop access to statewide bibliographic locator files that will include both monographs and serials and that will build on existing machine-readable data.

Accomplishments

1985 projects furthering database development objectives were:

Monographic Databases:

1. The MILCS bibliographic database, which provides common access to bibliographic records and information concerning the holdings of the cooperating libraries within the New York Metropolitan region, has been increased by over 146,154 titles and now consists of 3.2 million full bibliographic records and provides 14.7 million holdings symbols. MILCS participants are using the online network and The New York Public Library's ONLICATS Database extensively on a daily basis for cataloging and/or interlibrary loan functions.
2. The Buffalo and Erie County Public Library continued, as part of a long-range regional program, to convert titles of the Central Library into machine-readable form using the OCLC database and their Total Online Library Information System (TOLIS) database. Over 21,500 titles were added, bringing the total to 321,543 bibliographic records. The total database when completed is expected to include over 950,000 records.
3. The general aim of this project is to expand on and complete the joint retrospective conversion efforts carried out over the last five years by the Four County, Finger Lakes and Chemung-Southern Tier library systems. Fifteen thousand new bibliographic records were added to the database.
4. This project combines the efforts of the Mohawk Valley Library Association (MVLA) and the Southern Adirondack Library System (SALS) to build a multipurpose machine-readable database of monographic holdings. During the project 286,790 titles (135,895 from SALS and 150,245 from MVLA) were converted into a MARC format with holdings statements and local call numbers attached to the records.
5. The purpose of this grant is to facilitate access to library materials through the sharing of bibliographic and holdings information in the Southeastern New York Library Resources Council area. The grant to the Ramapo-Catskill Library System covered the cost of converting 200,000 SENYLC records and entering them into the regional database.

Serials Database:

There were seven projects in 1985 adding 103,917 records to the Union List of Serials, bringing the total to over 500,000 machine-readable bibliographic and holdings records. The projects are as follows:

1. The general aim of the project is to establish the Long Island Union List of Serials in the OCLC database and to produce fiche and printed end products on a one-time basis. Fifteen thousand and sixty-four records were entered into the database.
2. In conjunction with the preceding project, the Long Island Library Resources Council will have its local union list tape loaded into OCLC. This will be done as soon as OCLC can perform the tape conversion project.
3. The METRO union list of serials is developing as part of a multi-year plan. The ultimate objective of the plan is to bring together all of the serials resources of the region and to make them potentially accessible

in online and offline formats. Four hundred new records and 23,417 updates or holdings were added to the database records.

4. The purpose of this project is to ensure efficient resource sharing within the Rochester region and the State through quality control of the Regional Union List of Serials. In carrying out this objective, this grant funded the conversion of 3,024 new entries and 11,239 updates or holdings statements.
5. This project's objective is to create an updated union list of serials, in machine-readable format, for the Southeastern region and to develop procedures for the continual updating of the union list of serials. Toward this end, 13,887 new bibliographic records were entered into the database and updates or holding statements were entered for 31,511 records.
6. The Western New York Library Resources Council is converting its existing union list of serials to OCLC as soon as OCLC can perform the tape loading process. Twenty-three thousand records will be converted.
7. In conjunction with the conversion of its existing union list to OCLC, the Western New York Library Resources Council is upgrading the usefulness of the list through quality control and the improvement of records to MARC/CONSER formats and ANSI holdings standards. Some 3,000 records from the existing database were edited and updated, and 2,375 new records were added.

Film/Video Database

The purpose of this project is to compile the complete film and video holdings of New York's public library systems and other selected media collections into an automated union catalog that is accessible statewide. The online film/video database, which is the only such database available, includes 20,858 new records, and updates and holdings statements have been entered for another 43,432 records.

Task b

Provide libraries of all types, size, and location access to all parts of the database, wherever stored.

Accomplishments

No projects.

Task c

Develop and encourage links to all national networks serving libraries in New York State.

Accomplishments

The Mid-Hudson Library System initiated a $20,973 LSCA Title III project in 1985 in cooperation with the New York State Library to test the American Library Association's ALANET electronic mail and information service as a means of improving communication among libraries, library systems and the State Education Department in New York State. The New York Library Line project (NYLINE) had over 93 participants with 100 electronic mail boxes as of September 30, 1985. In addition to the electronic mail services of ALANET, NYLINE participants also have access to a special NYLINE menu; an electronic bulletin board with a calendar of events; and information on legislation, library programs and services, public relations and State/Federal aid programs. Users can also access *NYLINE News*, an electronic newsletter from the State Library. *Spectrum*, a continuing education newsletter produced with LSCA funds, is also distributed through NYLINE.

NYLINE participants include 21 public library systems, the 9 reference and research library resources systems, 45 school library systems, about 15 central and cocentral public libraries and the New York State Library.

Regional training sessions were held for over 80 librarians in April 1985. Directories, training materials and information updates were provided to participants at each workshop and throughout the year.

An evaluation component developed in consultation with the New York State Library provided a preliminary survey report in September 1985. The preliminary survey results indicated that the NYLINE system is being accessed seriously and regularly by the majority of the project participants. NYLINE participants are linked to over 1,000 other library and educational institutions across the country through this project.

Task d

Seek legislation and funds for a research and engineering study to plan and design the technological component of a coordinated resource-sharing and document-delivery system.

Accomplishments

No project.

Task e

Seek legislation and funds to set standards and guidelines for and ensure the compatibility of publicly funded automated systems.

Accomplishments

No project.

Task f

Encourage and assist libraries of all types to make appropriate use of computers, including the experimental use and testing of new technological applications.

Accomplishments

There were four projects:

1. The Mid-Hudson Library System is testing to see whether young children can learn computer skills at the library, to examine whether they can use a computer to get their thoughts and ideas on paper quickly and easily, to expose librarians to an innovative new computer and to test the reaction of the public to a computer program for young people. The number of users of the project was 1,952, and the project was available to the public 54 hours per week.
2. The New York Public Library Branch Library system is promoting computer literacy in areas served by the Library where public access to microcomputers does not exist by providing free access to microcomputers and appropriate software to people of all ages. The number of users of the project was 4,246, and the project was available to the public 264.3 hours per week.
3. The purpose of this project is to tie the four rural system headquarters in Livingston, Ontario, Wayne and Wyoming counties, all part of the Pioneer Library System, to the GEAC computerized library system in the Central Library at the Rochester Public Library. It should take 3-4 years before full potential for extension of services – union list, ILL, acquisitions – on a systemwide basis is realized.
4. The objective of the Adult Computer Literacy Project at the Queens Borough Public Library is to provide microcomputer access to the adult learners of the Corona-East Elmhurst community. These adult learners are significantly and disproportionately technology-deprived. This project will attempt to bridge the gap between the availability of microcomputer technology for the Corona-East Elmhurst adult learners and their lack of ability to acquire or afford it. There were 900 users of the project, which was made available to the public 58 hours per week.

Objective 7. Construction and renovation of library facilities to improve service in systems and member public libraries and to provide access for the physically handicapped.

Task a

Seek State aid legislation for library construction, renovation and/or rehabilitation of public library buildings.

Accomplishments

Three million dollars in State aid appropriated in 1984 in accordance with Education Law §273-a were allocated to 163 public library construction projects located within the 22 public library systems. Although, as provided for in the Law, all types of construction are represented among the 163 projects, more than 80 percent of these projects are renovations to make library facilities more efficient and attractive through general improvements or increased energy efficiency and/or accessibility for physically handicapped persons.

Four million dollars in additional State aid is being sought for some 230 other public library construction projects spread across the 22 public library systems, as recorded in a September 1985 construction needs assessment survey conducted by the Division of Library Development.

Task b

Use Federal LSCA Title II and other funds as available to subsidize library construction and renovation.

Accomplishments

FY 1985 allocation of $1,532,775 funded 9 of 20 eligible construction projects. These projects were approved in accordance with the LSCA Title II *Annual Program Statement*. The 20 projects were eligible for grants totalling $2,490,944. The size of most of these project costs made reliance on the limited State aid program unrealistic.

Task c

Conduct an annual construction needs assessment within the State.

Accomplishments

Data supplied on September 30, 1985 by public libraries through their system headquarters in an annual statewide survey indicate that it would cost a minimum of $93.9 million to provide adequate facilities for some 230 public libraries throughout the State.

Objective 8. Improved school library media service to students and teachers.

Task a

Foster cooperation between school and public libraries by encouraging school library involvement in pilot project programs.

Accomplishments

An Associate in Library Services, who is the coordinator of the School Library Systems, provides both consultant information on schools to the staff of Library Development and consultant information on other types of libraries to the Bureau of School Library Media pro-

grams promoting cooperation between public and school libraries.

In January 1985 a conference was held in Albany for over 200 educators and librarians to explain the planning process for system development.

Task b

Seek legislation and funds to convert school library system pilots to statutory-based systems and develop systems in other areas of the State.

Accomplishments

The legislation was enacted with authorization and funding for 48 school library systems. As of July 1, 1985, these 48 had each developed a Three-Year Plan of Service and become operational. Forty-three are BOCES-based and five are within the Big Cities.

Task c

Strengthen liaison between the Bureau of School Library Media Programs and the Library Development Division.

Accomplishments

The School Library System coordinator works in each office, attends all staff meetings of each unit and reports regularly. Field trips to individual school library systems and to regional meetings are attended by the coordinator and staff from the Bureau of School Library Media Programs.

Task d

Sponsor school/public library conferences to disseminate information on topics of current interest to library personnel.

Accomplishments

Library partnerships were promoted through participation in numerous conferences, workshops and institutes. One such conference is the annual statewide "Parents As Reading Partners" conference.

Programs to improve school library service and school involvement in networking were provided at the annual conference of the New York Library Association. In the absence of a children's consultant, the school liaison works with the regional and local children's and young adult personnel. One meeting is held during the year to discuss mutual concerns.

The liaison also disseminates information on notable children's and young adult films, books, filmstrips and other library resource award winners to school and public librarians.

Objective 9. Strengthening of the resources and services of the State Library to assure (a) the highest quality reference and research library service to the Executive, Legislative, and Judicial branches of State government;[1] (b) efficient and effective interlibrary loan, networking, support and specialized library services to libraries and clienteles; and (c) planning, coordination, leadership and State financial participation in the provision of library service to all the people of New York State.

Task a

Use the 4.5-million item State Library collection, the resources of 13 referral libraries and a computer-based telecommunications network to improve statewide network performance and to fill requests not satisfied by regional systems.

Accomplishments

The State Library received and researched 91,297 interlibrary loan requests, filled 34,871 requests and forwarded 32,641 to the contract referral libraries. As a result of changes in the NYSILL network, NYSILL now has nine referral libraries.

Task b

Maintain collection and staff strengths at the Library which will insure timely and effective response to interlibrary loan requests.

Accomplishments

The State Library added 17,264 new monographs, 20,003 serial titles, and 256,712 microforms units to the research collections (all were purchased with State funds). The State budget for acquisitions was $1,720,419.

High productivity was maintained through use of technology, management improvement and reallocation of staff.

Task b.1

Improve reference staff quality through updating of skills and knowledge; improve timeliness of response to priority clients; insure that collection development practices are current and followed.

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[1] This service is supported by nonmatching State funds.

Accomplishments

Three staff development programs were held on: time management, census-based research and accessing United Nations documents, and new looseleaf service.

The resource sharing agreement with SUNY at Albany was expanded. Consultation procedures for expensive purchases were implemented and training in the use of each other's catalog was expanded. A result was more efficient use of resources. The resource sharing agreement with the Department of Health Library was revised so that the State Library could provide better service to the field.

Task b.2

Provide persons incarcerated in New York State with timely and effective access to legal materials necessary to determine their legal rights.

Accomplishments

A total of 1,238 letters from prisoners were answered. These contained 2,968 requests for citations that resulted in 32,422 pages of photocopied legal citations or periodicals articles. A revised description of NYSL services was sent for inclusion in the new edition of the *Directory of Law Libraries Offering Service to Prisoners*, published by the American Association of Law Libraries.

Task b.3

Increase State access to newspaper resources by cataloging newspaper holdings and statewide planning.

Accomplishments

Twenty-six shared-cost microfilming grants were approved, resulting in the preservation of 56 newspaper titles. The project to catalog and inventory over 3,000 newspaper titles, funded with a HEA II-C grant, was completed.H

Task c

Use new techniques to improve network performance and provide access to information resources (such as computerized databases) that are too costly or too new to be available as local resources in all areas.

Accomplishments

Access was provided to over 300 computerized databases; an LSCA-funded statewide project provided 299 searches for users of public libraries and reference and research systems services. Over 4,308 searches were provided for State agency users and hospital libraries.

Bibliographic data for 5,587 serial titles held in the State Library were added to the national serials database under the CONSER project. State Library staff also added 2,200 additional serial records on the database which did not need additional bibliographic data.

All of the titles processed by the New York State Library (5,965) and the New York State Library's Newspaper Project (1,822) were thus identified as held by New York.

Task d

Support statewide public information programs designed to increase awareness of library services.

Accomplishments

Eighteen press releases were prepared and distributed to State and national public and library press. Five radio interviews were given on various programs. Materials were distributed for Martin Luther King Day, National Library Week and ALA Legislative Day. Libraries were represented on: the Interagency Task Force on Cultural Tourism, New York State Department of Commerce; the Department Advisory Council for the Job Training Partnership Act implementation; the Advisory Council on Education and the Arts; and Literacy Coalition Planning national campaign.

Four articles appeared in *Library Hotline* and eight articles appeared in *Library Journal* and *American Libraries*. Four newsletters were sent via the electronic mail service offered through ALANET. A publication and an exhibit were prepared commemorating the Peter Zenger trial (significant in development of freedom of the press).

A statewide meeting of public relations personnel was held in May in conjunction with the Public Library System Director's meeting. Public relations materials and program ideas were exchanged.

A second statewide meeting of library system public relations personnel was convened in conjunction with the New York Library Association annual conference. Exchange of newsletters, press releases and program information was reevaluated and continued. A Public Relations Roundtable was established under the auspices of the New York Library Association.

Seven bibliographies of continued reading/popular interest materials was prepared for distribution in conjunction with New York State Museum temporary exhibits.

A national survey of the follow-up activity related to the 1979 White House Conference was prepared, distributed and compiled for the White House Conference on Libraries and Information Services Follow-up Steering Committee. Copies of the report were distributed nationally.

Task e

Provide consultant service and staff assistance for planning and development of libraries.

Accomplishments

The Division of Library Development is responsible for library development in New York State. The Division promotes library development and the coordination and improvement of services in 729 public libraries, 79 regional library systems, 158 libraries in institutions, 266 academic and research libraries and, 1,278 special libraries. FY 1985 LSCA activity included support for the following programs:

- The 8th Annual Library Trustee Institute designed to provide new library trustees the opportunity to obtain information about New York State libraries and trusteeship and to meet and share library experiences with other trustees
- Special consultant and technical assistance services to 22 public libraries designated to receive funds allocated for Special Legislative Projects
- Three Continuing Library Education workshops and institutes for librarians and trustees; more than 483 people participated
- Two hundred thirty consultant visits to public library systems and reference and research library systems in reference to continuing library education, LSCA automation library projects, institution service programs, resource sharing, telecommunications, central library development, outreach programs, work with library trustees and citizens library groups, and other special programs.

Task f

Emphasize the review of plans of service as a means of exercising more current and systematic planning and evaluation.

Accomplishments

Completed the review and approval process for eight public library system plan of service revisions. Reviewed 48 school library system plans of service and 9 regional database plans.

Reviewed annual applications, budgets, and plans for the use of State aid for the 22 public library systems and 9 reference and research library resources systems. Reviewed annual applications, budgets and plans for designated aid projects: 2, The New York Public Library Schomburg Center for Research in Black Culture and the Library for the Blind; 1, Brooklyn Public; 1, Buffalo and Erie County Public Library: 1, Nassau Library System; 22, Coordinated Outreach Services; 22, Central Library Programs; 9, Regional Database Programs; 3, Indian Library Programs; 26, Special Legislative Grants; 16, Public Library System Programs for service to inmates of State Correctional Institutions; 9, Coordinated Academic Collection Development Programs; 33, Preservation and Conservation of Research Materials Programs; and 48, School Library System Programs.

LSCA PROGRAM MANAGEMENT

The chief responsibility for the LSCA program and its administration is assigned to the Division of Library Development. The Director of Library Development, the LSCA Program Associate, and the Assistant Commissioner for Libraries meet with the 12-member LSCA Advisory Council, which is representative of public, school, academic, special and institution libraries, including libraries serving handicapped persons. Also represented on the Council are users of libraries, including representatives of disadvantaged persons.

The Advisory Council met in November, January and May to review and advise on the State long-range program, the annual program statements for FY 1986, the evaluation and reporting for FY 1984, and the development of the FY 1985 plan. The November 1984 meeting focused on an evaluation of 24 programs, including literacy, job information centers, and adult learner projects. The Council formed three teams of Advisory Council members and staff for this evaluation.

On January 15, 1985 the Council met to discuss the new priorities under the 1984 LSCA Amendments, anticipated program objectives and *Annual Program Statements for FY 1986*, review the relationship between LSCA and State-aided outreach programs, review criteria and allocation formulas for MURLS grants and discuss State and Federal legislation.

On May 16, 1985, the Advisory Council discussed reports on the NYLINE project and the relationship between the LSCA and State-aided regional database development program and reviewed a revised LSCA Advisory Council Meeting schedule.

Some 5,000 copies of the long-range program *Library Service to the People of New York State* were distributed. Copies of this and the *Annual Program Statements* were mailed to all library systems in March 1985.

MEMBERS OF THE LIBRARY SERVICES AND CONSTRUCTION ACT ADVISORY COUNCIL

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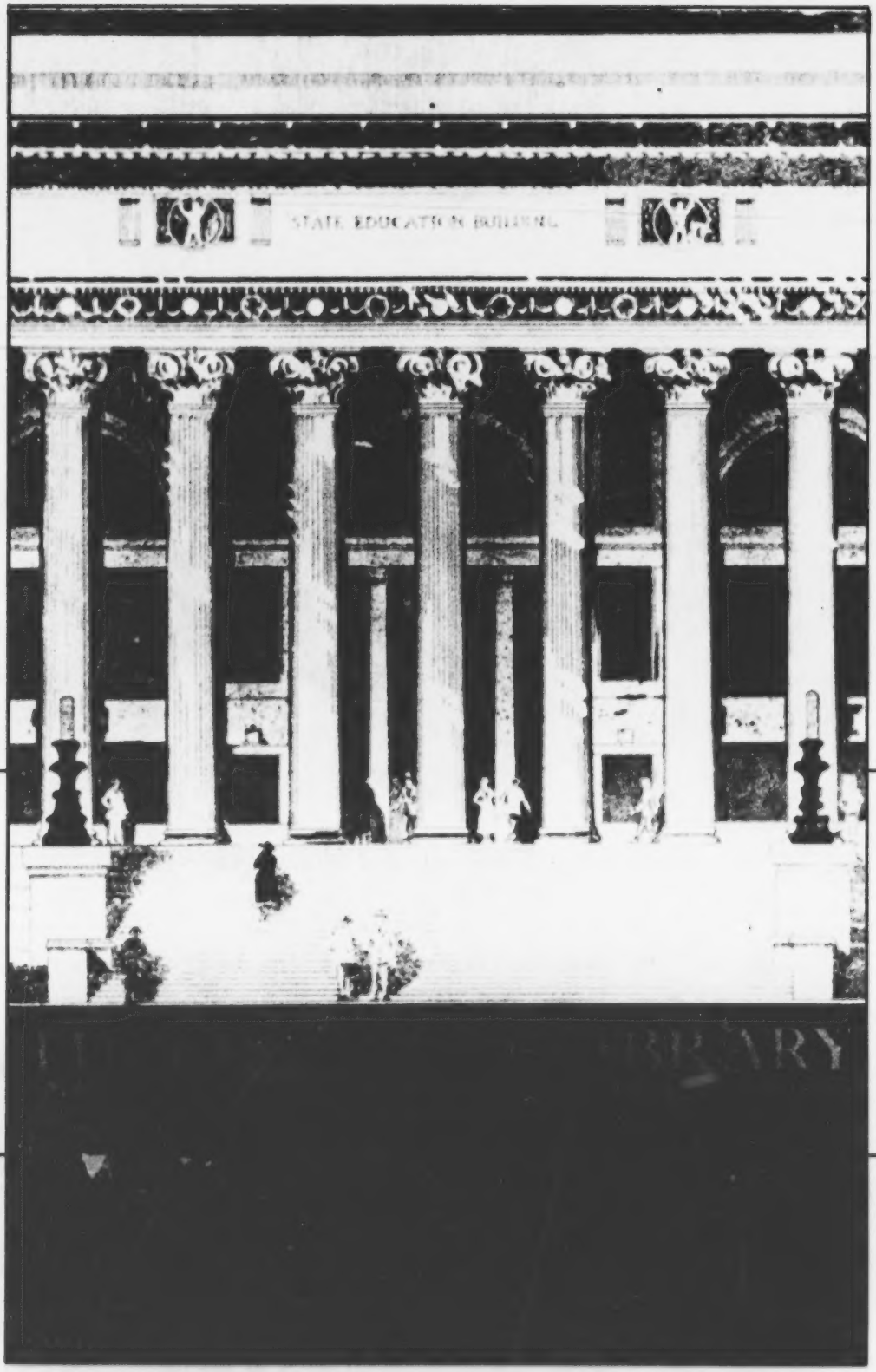
Poster of the front entrance to the New York State Education Department Building, home of the New York State Library from 1912 to 1978. The view appears to be about 1925, and the importance of the State Library as the "library's library" is noted.

(From the collection of the New York State Library)



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